

# KARNS CITY AREA SCHOOL DISTRICT

## *K-12 Comprehensive Counseling Program*



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# KARNS CITY AREA SCHOOL DISTRICT

## *Chapter 339: K-12 Comprehensive Counseling Program*

### **1. School Counselors and Assignments (example 250:1):**

- Marci Creel, Chicora Elementary 481:1
- Melissa Hogan, Sugarcreek Elementary 251:1
- Shawn Kelly, Karns City Jr./Sr. High School 393:1
- Lindsay Loheyde, Karns City Jr./Sr. High School 329:1

### **2. School-Counseling Department Mission Statement**

*The mission of the Karns City School Counseling Program is to provide a developmental program that will facilitate and support the educational achievement of all students. The program focuses on personal development, academic success, and postsecondary planning. Our goal is to promote students' sense of responsibility personally, socially, and academically, so that students can work toward their full potential. The guidance program works in conjunction with other school personnel, parents, and business/community and postsecondary resources.*

#### **School-Counseling Department Philosophy**

As school counselors, we envision the school counseling department being an integral part of the education program aimed to assist students in their preparation for becoming successful and productive members of a changing economy.

As counselors, we function in a number of different capacities including counselor, consultant, teacher, manager and role model. As counselors, we will work to provide advocacy, leadership, collaboration and systemic change to the school community. As counselors, we will work in conjunction with teachers and administrators through faculty and department meetings. As counselors, we will work in conjunction with outside agencies, such as local manufacturing facilities by arranging site visits, job shadowing opportunities, and cooperative job agreements, as well as collaboration with other businesses. As counselors, we will work in conjunction with parents and community members through parent/teacher meetings, involvement with extracurricular activities, and partnering with Communities That Care to assist students in achievement of their goals. As counselors, we do not make decisions for students, but help them acquire facts, ideas, and skills to make decisions through individual, group and classroom sessions.

This school counseling department strives to be in alignment with the goals established by the American School Counseling Association (ASCA) National Standards. We believe the implementation of a planned systematic program ensures each student can develop his/her individual potential in three specific areas: academic, career, and personal/social development. The program's ultimate goal is for all students to graduate with the competencies necessary to make self-directed, realistic, and responsible decisions, and to be successful contributors to a rapidly changing global society.

The Karns City School Counseling program is based on the following beliefs and principles:

- All students have dignity and worth.
- All students can learn, grow, and achieve.

- Each child is unique and has his/her own developmental needs that impact learning.
- Each student has certain educational responsibilities and rights.
- The school counseling program is comprehensive and systematically implemented.
- The school counseling program functions in collaboration with students, school staff, parents, guardians, and the community to ensure student success.
- The school counseling program is managed by state K-12 certified counselors.
- The school counseling program supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, career, and personal/social development.

### 3. Program Goals:

#### Program Goals K-3:

BIG IDEA – Introduce and reinforce career activities and character education as it relates to Career Education Work standards.

- **Academic:** Students working below grade level/benchmark derived by data obtained from StarReader, SuccessMaker, Study Island, DIBELS, PSSA will decrease by 50% at the end of the year through the MTSS process, assessments, and progress monitoring to reduce the achievement gap.
- **Career:** By the end of 3<sup>rd</sup> grade, all students will be able to identify 3 personal interests and 1 non-interest as a result of Junior Achievement/guidance lessons.
- **Social/Emotional:** By the end of 3<sup>rd</sup> grade, all students will be able to identify 3 strengths and 1 challenge as a result of Positive Action/classroom guidance lessons.

#### Program Goals 4-6:

BIG IDEA - Introduce and reinforce career activities and character education as it relates to Career Education Work standards.

- **Academic:** Reduce habitual truancy to less than 10 days in a 9-week period through parent outreach and student participation in the STAR program (CCR).
- **Career:** By the end of 5<sup>th</sup> grade, all of students will be able to list 5 careers that match their interests and skills/abilities through PHEAA Mentor at [educationplanner.org](http://educationplanner.org) or PA Career Zone.
- **Social/Emotional:** By the end of 6<sup>th</sup> grade all students will be able to identify 3 character traits necessary for future success as a result of school-wide positive behavior lessons.

#### Program Goals 7-8:

BIG IDEA – Introduce and reinforce career awareness and exploration activities.

- **Academic:** To increase feeling that school is going to be meaningful and important later in life for 12th graders, as measured by PAYS, from the baseline of 35% in 2015 to 48.1% in 2021 (state average).
- **Career:** To explore career awareness through Career Cruising interest inventory, career research, and the relationship of career pathways to academic/elective courses. Students will complete a career research paper.
- **Social/Emotional:** All 7<sup>th</sup> grade students will be able to identify the 8 Dimensions of Wellness determined by pre and post-test data collected by Project WELL (Wellness Education & Lifelong Learning) staff and shared with KCASD.

#### 9-12:

BIG IDEA – Explore the concept of career pathways and the relationship to academic/elective courses.

- **Academic:** Development and implementation of a new required course for all students. Increase student enrollment from 0% (2017) to 100% (2020).

*Entrepreneurship is a one-semester course that facilitates career awareness and preparation for the student. This course allows for self-assessment opportunity, so that each individual student may select a career that suits his/her interests and skills. The course will provide each student the tools necessary to be able to follow through with the job application process. Students will learn how to apply experience and service to any future career aspirations. The students will learn about the steps and behaviors necessary to own a business. This course includes writing a business plan for potential investors and lenders. This course is designed to prepare each student for a career that will provide both retention and advancement opportunities.*

- **Career:** 50% of students in new required course will seek and complete a job shadow experience. Student experiences will be broadcast on KC-TV for all students to view.
- **Social/Emotional:** Maintain peer leadership attendance numbers at 50%. Student participants will bring knowledge and skills back to the district motivating the entire student body in a positive manner thus enhancing the school climate.

**4. Stakeholders:** The Karns City Area School District counselors will work with many groups in developing a K-12 comprehensive program that addresses the needs of the students in our district.

Stakeholder	Role
<b>Students</b>	<p>Karns City Area School District students will gain the knowledge necessary to understand the importance of planning for their future. They will realize their relationship between the choices they make in school and how those decisions effect their post-secondary and career options. By exploring and developing a career identity from kindergarten through the 12<sup>th</sup> grade they will become more observant and aware of the opportunities within the community in which they live. Students will gain an understanding as to how the world of work affects their daily lives, and how they can become a part of that as they gain a strong educational foundation for a successful future.</p> <p>Students within this model will be able to provide feedback to counselors regarding program effectiveness. Their input will assist counselors in the design and implementation of programs that are efficient, effective, and utilize methods that are best suited in reaching their peer group.</p>
<b>Parents</b>	<p>Parents will benefit from a comprehensive career program by understanding how they can best help their student have a successful education experience. Parents will begin to understand the importance of future planning and career exploration for their child.</p> <p>The K-12 comprehensive program will benefit from parent involvement because they have the greatest impact on their child’s attitudes and behaviors. When parents become partners in career development and are given the tools to help their children explore and plan their career future, the impact will be greatly increased when combined with the efforts of the school district.</p>
<b>Educators</b>	<p>By creating a comprehensive K-12 career program, educators will benefit by expanding their knowledge base in order to help prepare students for future career trends. Educators will continue as professionals within their field and leaders to the students they serve, but will also have the opportunity to learn about other options that can assist students in becoming significant contributors to our society.</p> <p>Educators will contribute to the program by connecting their curriculum to various aspects of career exploration and acquisition, which can enhance their programs by making them meaningful and linked to a tangible future for their students. Educators will be in the position to facilitate personal and education growth in unique and significant ways for all students.</p>
<b>Business/Community</b>	<p>A healthy community is typically surrounded by a strong educational system. Businesses have a keen desire to see that schools are producing students who are ready to meet the demands of an evolving work environment. In order to ensure that students graduate with the knowledge that is needed to</p>

	<p>enter the world of work, the community often reaches into schools to share experiences and options. A comprehensive K-12 career program will allow for the success of the community's businesses to open their doors to students, creating a collaborative relationship between the two.</p> <p>The business community will significantly contribute to the K-12 program by providing real world experiences for the students of the Karns City Area School District. Through participation in job shadow experiences providing internship opportunities, on-site tours and programs, cooperative experiences providing a bridge between education and the work place, the business community will be providing essential tools students need to achieve future career goals. Participation in such opportunities will allow students to target and fine tune their interests, apply their post-secondary planning skill sets, explore their career options, and practice their on the job training.</p>
<b>Post-secondary</b>	<p>The higher education community will benefit from a K-12 program because they will be receiving students who have participated in a comprehensive developmental career program. As a result the students who will be attending their two-year college, four-year college, technical school, community college, apprentice program, place of employment, and the military will be more informed. These students will make better decisions about their post-secondary plans.</p> <p>The K-12 counseling program will benefit from building partnerships with post-secondary institutions. Post-secondary institutions, programs, and facilities offer information through high school visits, on-site visits and classroom presentations about the collegiate world and the world of work, so that our students can make informed decisions about their future.</p>

**BIG IDEA: Connect educators to BCAVTS**

- Intervention: Staff members toured the BCAVTS to gain a better understanding of program offerings.
- Measure: Informal survey
- Outcome: Teachers responded favorably to the exposure of seeing students outside of the classroom and in their element.

**BIG IDEA: Expand the network among business, school, and community.**

- Intervention: Invite more local business owners/members to advisory council meetings; Attend local job fairs; Partner with MUI4's Entrepreneurship Academy at BC3 (1 KC student enrolled currently); Conversation has been initiated about a possible partnership with Junior Achievement.
- Measure: Business attendance at advisory council meetings; student attendance at job fairs and programs; student participation in job shadowing opportunities.
- Outcome: Increased partnerships; Increased student job shadowing experiences.

**5. Role of the School Counselor:**

School counselors are leaders, advocates, collaborators and instruments of systemic change. The school counselor's leadership skills are vital to the successful implementation of a developmental and comprehensive school counseling program.

As a leader, school counselors incorporate advocacy and collaboration into daily routine. School counselors are adept at analyzing data to support student achievement and improve success. Through strong communication and consultative

skills, school counselors advocate for their students and collaborate with their stake-holders providing equity and access to all.

In Karns City, counselors are leaders and:

- Are an integral part of the total school district learning community
- Manage and implement a comprehensive and developmental school counseling program
- Provide leadership, engaging all constituents in the delivery of services
- Assist students in achieving success
- Provide equity and access to all students
- Work in collaboration with administration, teachers, parents/guardians, and the community
- Support the school as a safe and welcoming learning community

Counselors are advocates and:

- Work to support success in a rigorous academic curriculum
- Develop programs to ensure every student has access to a caring adult
- Provide the three domains of academic, career and personal/social counseling
- Provide education, career and post-high school exploration to all
- Promote change to contribute positively to the counseling program and ensure success
- Address and incorporate ASCA, Pennsylvania CEW, Interpersonal Skills and pending School Climate standards in the school counseling program
- Collaborate with others in and outside of school in order to meet the needs of students

Counselors are collaborators and:

- Promote commitment to the school district's mission
- Access professional development to enhance students success
- Engage the educational community so that all students benefit from the school counseling program
- Offer information and programs to the community
- Serve on district committees
- Network and problem-solve with the goal of moving forward in a positive manner

Counselors are system change agents and:

- Connect the design, implementation, and management of the school counseling program to the mission of the school.
- Identify and examine the critical data elements such as grades, test scores, attendance, promotion rates, special education enrollment, discipline referral data
- Narrow down which students are not succeeding by disaggregating data.
- Educate others as to your efforts to improve the data.
- Publicize the results of the effective school counseling program
- Partner in school improvement by proving a willingness to be accountable for changing critical data elements.

## **6. Advisory Council:**

The purpose of the Advisory Council is to share information about the School Counseling Department, as well as make connections for career support and post-secondary planning within our district and community. Accumulate support via job-shadowing, internships, mentoring, jobs, etc. is essential. Members' input will be crucial to the future success of our students and the School Counseling Department. We are planning to meet twice per school year, fall and spring. The first meeting was held on October 18, 2017. The second meeting will be held in the Spring of 2018.

**Students:** Brenden Kelly, Hailey Patsy, Kate Seybert

**Parents:** Cari Harmon\*, Ryan Lucas, Maryann Seybert

**Counselors:** Melissa Hogan\*, Shawn Kelly\*

**Staff:** Nancy Lendyak, Marsha Kepple, Larry Henry, Sally Henry

**School board:** Charlie Johns\*

**Business leaders:** Jeff Hogan\*, Barb Mortimer, Debbie McCanna, Scott Andreassi, Steven Anderson

**Post-secondary:** Richael Barger-Anderson\*

**Educators:** April Christy\*, Roberta Fox

\*Indicates multiple-roles within the Advisory Council.

**7. Program Calendar:**

**Karns City Elementary Monthly Duties**

July	January
Academic: N/A	Academic: <ul style="list-style-type: none"> <li>• ESAP Meetings</li> <li>• MTSS Coordination/Meetings</li> <li>• Attend District Guidance Meetings</li> <li>• Staff Collaboration</li> <li>• Update Student Data/Schedules</li> <li>• Review of Aptitude Testing Data</li> <li>• Gifted Referrals</li> <li>• Observations</li> <li>• Individual Counseling</li> <li>• Report Cards/Honor Roll</li> <li>• Calculate 6<sup>th</sup> Grade GPAs</li> <li>• Prepare Tentative Budget</li> <li>• Classroom lessons on study skills</li> </ul>
Career: N/A	Career: <ul style="list-style-type: none"> <li>• Classroom Lessons</li> </ul>
Personal/Social: N/A	Personal/Social: <ul style="list-style-type: none"> <li>• SWPBS</li> <li>• Parent Communication</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Crisis Counseling</li> <li>• Classroom Presentations</li> </ul>
August	February
Academic: <ul style="list-style-type: none"> <li>• ESAP Meetings</li> <li>• MTSS Coordination/Meetings</li> <li>• Attend District Guidance Meetings</li> <li>• Staff Collaboration</li> <li>• Update Student Data/Schedules</li> <li>• Kindergarten Orientation</li> <li>• New Student Orientation</li> <li>• Transition Meetings</li> <li>• Individual Counseling</li> </ul>	Academic: <ul style="list-style-type: none"> <li>• ESAP Meetings</li> <li>• MTSS Coordination/Meetings</li> <li>• Attend District Guidance Meetings</li> <li>• Staff Collaboration</li> <li>• Update Student Data/Schedules</li> <li>• Gifted Referrals</li> <li>• Observations</li> <li>• Individual Counseling</li> </ul>
Career: <ul style="list-style-type: none"> <li>• Prepare Lessons</li> </ul>	Career: <ul style="list-style-type: none"> <li>• Classroom Lessons</li> </ul>
Personal/Social: <ul style="list-style-type: none"> <li>• SWPBS</li> </ul>	Personal/Social: <ul style="list-style-type: none"> <li>• SWPBS</li> </ul>



<ul style="list-style-type: none"> <li>• Parent Communication</li> <li>• Crisis Counseling</li> <li>• Classroom Presentations</li> <li>• New Student Lunch Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Communication</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Crisis Counseling</li> <li>• Classroom Presentations</li> </ul>
<b>September</b>	<b>March</b>
<p>Academic:</p> <ul style="list-style-type: none"> <li>• ESAP Meetings</li> <li>• MTSS Coordination/Meetings</li> <li>• Attend District Guidance Meetings</li> <li>• Staff Collaboration</li> <li>• Update Student Data/Schedules</li> <li>• Initial Standardized Testing Preparation</li> <li>• Gifted Referrals</li> <li>• Observations</li> <li>• Individual Counseling</li> <li>• Classroom lessons on school success strategies (time management, organization, goal setting)</li> </ul>	<p>Academic:</p> <ul style="list-style-type: none"> <li>• ESAP Meetings</li> <li>• MTSS Coordination/Meetings</li> <li>• Attend District Guidance Meetings</li> <li>• Staff Collaboration</li> <li>• Update Student Data/Schedules</li> <li>• Preparation and Administration of PSSAs</li> <li>• Gifted Referrals</li> <li>• Observations</li> <li>• Individual Counseling</li> <li>• Kindergarten Screenings</li> <li>• 6<sup>th</sup> - 7<sup>th</sup> Grade Placement</li> <li>• Midterm Reports</li> </ul>
<p>Career:</p> <ul style="list-style-type: none"> <li>• Classroom lessons</li> </ul>	<p>Career:</p> <ul style="list-style-type: none"> <li>• Classroom Lessons</li> <li>• 6<sup>th</sup> Grade Site Visit to Butler County Vocational Technical School</li> <li>• Vault Program: Understanding Money</li> </ul>
<p>Personal/Social:</p> <ul style="list-style-type: none"> <li>• SWPBS</li> <li>• Parent Communication</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Crisis Counseling</li> <li>• Classroom Presentations</li> <li>• Preparation for Drug &amp; Alcohol Prevention Week Activities</li> <li>• Open House</li> <li>• Assist with 7<sup>th</sup>/8<sup>th</sup> Grade Days</li> </ul>	<p>Personal/Social:</p> <ul style="list-style-type: none"> <li>• SWPBS</li> <li>• Parent Communication</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Crisis Counseling</li> <li>• Classroom Presentations</li> </ul>
<b>October</b>	<b>April</b>
<p>Academic:</p> <ul style="list-style-type: none"> <li>• ESAP Meetings</li> <li>• MTSS Coordination/Meetings</li> <li>• Attend District Guidance Meetings</li> <li>• Staff Collaboration</li> <li>• Update Student Data/Schedules</li> <li>• Classroom lessons on decision making/problem solving</li> <li>• Gifted Referrals</li> <li>• Observations</li> <li>• Individual Counseling</li> <li>• Midterm Reports</li> </ul>	<p>Academic:</p> <ul style="list-style-type: none"> <li>• ESAP Meetings</li> <li>• MTSS Coordination/Meetings</li> <li>• Attend District Guidance Meetings</li> <li>• Staff Collaboration</li> <li>• Update Student Data/Schedules</li> <li>• Preparation and Administration of PSSAs</li> <li>• Gifted Referrals</li> <li>• Observations</li> <li>• Individual Counseling</li> <li>• Report Cards/Honor Roll</li> </ul>
<p>Career:</p> <ul style="list-style-type: none"> <li>• Classroom Lessons</li> </ul>	<p>Career:</p> <ul style="list-style-type: none"> <li>• Classroom Lessons</li> </ul>

Personal/Social: <ul style="list-style-type: none"> <li>• SWPBS</li> <li>• Parent Communication</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Crisis Counseling</li> <li>• Classroom Presentations</li> </ul>	Personal/Social: <ul style="list-style-type: none"> <li>• SWPBS</li> <li>• Parent Communication</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Crisis Counseling</li> <li>• Classroom Presentations</li> </ul>
<b><u>November</u></b>	<b><u>May</u></b>
Academic: <ul style="list-style-type: none"> <li>• ESAP Meetings</li> <li>• MTSS Coordination/Meetings</li> <li>• Attend District Guidance Meetings</li> <li>• Staff Collaboration</li> <li>• Update Student Data/Schedules</li> <li>• Administration of Group Ability Testing</li> <li>• Kindergarten Screening</li> <li>• Gifted Referrals</li> <li>• Observations</li> <li>• Individual Counseling</li> <li>• Report Cards/Honor Roll</li> <li>• Classroom lessons on testing strategies</li> </ul>	Academic: <ul style="list-style-type: none"> <li>• ESAP Meetings</li> <li>• MTSS Coordination/Meetings</li> <li>• Attend District Guidance Meetings</li> <li>• Staff Collaboration</li> <li>• Update Student Data/Schedules</li> <li>• 6<sup>th</sup> - 7<sup>th</sup> Grade Transition Activities</li> <li>• Gifted Referrals</li> <li>• Input SAP Data Entry on PA State Website</li> <li>• Observations</li> <li>• Individual Counseling</li> <li>• Spelling Bees (Grades 3-6)</li> <li>• Midterm Reports</li> </ul>
Career: N/A <ul style="list-style-type: none"> <li>• Classroom Lessons</li> </ul>	Career: <ul style="list-style-type: none"> <li>• Classroom Lessons</li> </ul>
Personal/Social: <ul style="list-style-type: none"> <li>• SWPBS</li> <li>• Parent Communication</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Crisis Counseling</li> <li>• Classroom Presentations</li> </ul>	Personal/Social: <ul style="list-style-type: none"> <li>• SWPBS</li> <li>• Parent Communication</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Crisis Counseling</li> <li>• Classroom Presentations</li> </ul>
<b><u>December</u></b>	<b><u>June</u></b>
Academic: <ul style="list-style-type: none"> <li>• ESAP Meetings</li> <li>• MTSS Coordination/Meetings</li> <li>• Attend District Guidance Meetings</li> <li>• Staff Collaboration</li> <li>• Update Student Data/Schedules</li> <li>• Gifted Referrals</li> <li>• Observations</li> <li>• Individual Counseling</li> <li>• Midterm Reports</li> </ul>	Academic: <ul style="list-style-type: none"> <li>• ESAP Meetings</li> <li>• MTSS Coordination/Meetings</li> <li>• Attend District Guidance Meetings</li> <li>• Staff Collaboration</li> <li>• Update Student Data/Schedules</li> <li>• Finishing out current and planning for upcoming school year</li> <li>• Observations</li> <li>• Individual Counseling</li> <li>• Report Cards/Honor Roll</li> </ul>
Career: <ul style="list-style-type: none"> <li>• Classroom Lessons</li> </ul>	Career: N/A
Personal/Social: <ul style="list-style-type: none"> <li>• SWPBS</li> <li>• Parent Communication</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Crisis Counseling</li> <li>• Classroom Presentations</li> </ul>	Personal/Social: <ul style="list-style-type: none"> <li>• SWPBS</li> <li>• Parent Communication</li> <li>• Crisis Counseling</li> <li>• Prepare Student Awards</li> <li>• Attend Student Activities</li> </ul>

## Jr./Sr. High School Monthly Counseling Duties

August	February
<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>● 7<sup>th</sup> Grade/New Student Orientation</li> <li>● Transition Meetings, if requested</li> <li>● Mental Health Intervention Plan Management</li> <li>● IEP Team Meetings</li> <li>● 504 Team Meetings</li> <li>● Schedule changes</li> <li>● Incoming/returning student enrollment, schedule creation</li> <li>● Graduation plan completion, transfer grades for enrolling students grades 10-12</li> <li>● Trouble shooting schedule conflicts (teacher issues, section numbers)</li> <li>● Building Tours for new students</li> <li>● Parent communication</li> <li>● In-service days prior to school year</li> <li>● Determine possible KC Academy placement</li> </ul>	<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>● Attend District Guidance Meetings</li> <li>● Attend Department Meetings</li> <li>● IEP Team Meetings</li> <li>● 504 Team Meetings</li> <li>● Student Observations</li> <li>● SAP Meetings</li> <li>● Parent Meetings</li> <li>● Mental Health Intervention Plan Management</li> <li>● Medical Intervention Plans</li> <li>● Progress Monitoring</li> <li>● Special Education collaboration</li> <li>● Evaluate students for academic intervention (KC Academy)</li> <li>● Scheduling presentations with students grades 8-11</li> <li>● Set up Tyler SIS for course request process</li> </ul>
<p><b>Career:</b></p> <ul style="list-style-type: none"> <li>● Individual Student Planning, as needed</li> </ul>	<p><b>Career:</b></p> <ul style="list-style-type: none"> <li>● Individual Counseling in regards to course scheduling and future career plans</li> <li>● Student site visit to Penn United Technologies</li> <li>● Scholarships</li> <li>● College Fair at David L. Lawrence Convention Center</li> </ul>
<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>● Parent Communication</li> <li>● Meet new 7<sup>th</sup> graders</li> <li>● Tours for students</li> <li>● Agency collaboration</li> <li>● Individual Counseling</li> </ul>	<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>● Crisis Intervention</li> <li>● Individual Counseling</li> <li>● Group Counseling</li> <li>● Parent Communication</li> <li>● SAP Meetings</li> <li>● Tours for new students, as needed</li> <li>● Stand Tall Meetings/Activity</li> <li>● Writing casenotes</li> <li>● Agency collaboration</li> </ul>
September	March
<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>● Open House</li> <li>● Attend District Guidance Meetings</li> <li>● Attend Department Meetings</li> <li>● IEP Team Meetings</li> <li>● 504 Team Meetings</li> <li>● Student Observations</li> <li>● SAP Meetings</li> <li>● Schedule changes</li> <li>● Incoming/returning student enrollment</li> </ul>	<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>● Attend District Guidance Meetings</li> <li>● Attend Department Meetings</li> <li>● IEP Team Meetings</li> <li>● 504 Team Meetings</li> <li>● Student Observations</li> <li>● SAP Meetings</li> <li>● Parent Meetings</li> <li>● Mental Health Intervention Plan Management</li> <li>● Medical Intervention Plans</li> </ul>

<ul style="list-style-type: none"> <li>• Graduation plan completion, transfer grades for enrolling students grades 10-12</li> <li>• Mental Health Intervention Plan Management</li> <li>• Medical Intervention Plans</li> <li>• Progress Monitoring</li> <li>• Special Education collaboration</li> <li>• Class meetings</li> <li>• Update KC courses with NCAA</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Special Education collaboration</li> <li>• Evaluate students for academic intervention (KC Academy)</li> <li>• Scheduling presentations with students in grade 6</li> <li>• Set up Tyler SIS for course request process</li> <li>• Course requests in the computer lab</li> <li>• Trouble shoot course request process</li> <li>• Make all changes in regards to Special Education student scheduling</li> <li>• Review PSSA Testing Schedule and logistics</li> </ul>
<p><b>Career:</b></p> <ul style="list-style-type: none"> <li>• Individual Student Planning</li> <li>• Special Education Transition Meetings</li> <li>• ASVAB Administration</li> <li>• Secondary school reports</li> <li>• Letters of recommendation</li> <li>• Sending transcripts/other documentation to colleges/universities/NCAA</li> <li>• Student site visit to Penn United Technologies</li> <li>• Review/update of scholarships and Guidance website</li> </ul>	<p><b>Career:</b></p> <ul style="list-style-type: none"> <li>• Individual Student Planning</li> <li>• Scholarships</li> <li>• Letters of recommendation</li> <li>• Sending transcripts/other documentation to colleges/universities/NCAA</li> <li>• Student site visit to Penn United Technologies</li> <li>• Career lesson with 9<sup>th</sup> grade students – My Planner and 4-year Education and Transition Plan through Google Classroom</li> </ul>
<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Parent Communication</li> <li>• SAP Meetings</li> <li>• Tours for new students, as needed</li> <li>• Stand Tall Meetings/Activity</li> <li>• 7<sup>th</sup> &amp; 8<sup>th</sup> Grade Days</li> <li>• Writing casenotes</li> <li>• Agency collaboration</li> </ul>	<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Parent Communication</li> <li>• SAP Meetings</li> <li>• Tours for new students, as needed</li> <li>• Stand Tall Meetings/Activity</li> <li>• Writing casenotes</li> <li>• Agency collaboration</li> <li>• Review of Peer Leadership list</li> <li>• Attendance of Ethics Symposium</li> <li>• Rotary Youth Leadership Academy</li> </ul>
<p><b>October</b></p>	<p><b>April</b></p>
<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>• Attend District Guidance Meetings</li> <li>• Attend Department Meetings</li> <li>• IEP Team Meetings</li> <li>• 504 Team Meetings</li> <li>• Student Observations</li> <li>• SAP Meetings</li> <li>• Parent Meetings</li> <li>• Mental Health Intervention Plan Management</li> <li>• Medical Intervention Plans</li> <li>• Progress Monitoring</li> <li>• Special Education collaboration</li> <li>• PSAT Administration</li> </ul>	<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>• Attend District Guidance Meetings</li> <li>• Attend Department Meetings</li> <li>• IEP Team Meetings</li> <li>• 504 Team Meetings</li> <li>• Student Observations</li> <li>• SAP Meetings</li> <li>• Parent Meetings</li> <li>• Mental Health Intervention Plan Management</li> <li>• Medical Intervention Plans</li> <li>• Progress Monitoring</li> <li>• Special Education collaboration</li> <li>• Evaluate students for academic intervention (KC</li> </ul>

<ul style="list-style-type: none"> <li>• Financial Aid/FAFSA Completion Night</li> <li>• Evaluate students for academic intervention (KC Academy)</li> </ul>	<p>Academy)</p> <ul style="list-style-type: none"> <li>• Determine accuracy of report cards</li> <li>• Troubleshoot report cards/grade issues</li> <li>• Print and distribute report cards</li> <li>• OLSAT testing for 7<sup>th</sup> graders</li> <li>• 7<sup>th</sup> Grade Math Placement</li> <li>• 7<sup>th</sup> Grade Reading Placement</li> <li>• Create course request lists for department review</li> <li>• Collaborate with Elementary Guidance, re: incoming 7<sup>th</sup> graders</li> </ul>
<p><b>Career:</b></p> <ul style="list-style-type: none"> <li>• Junior Interviews</li> <li>• Senior Interviews</li> <li>• Special Education Transition Meetings</li> <li>• Secondary school reports</li> <li>• Letters of recommendation</li> <li>• Sending transcripts/other documentation to colleges/universities/NCAA</li> <li>• Site visit to Penreco</li> <li>• Student site visit to Penn United Technologies</li> <li>• ASVAB Score Review</li> </ul>	<p><b>Career:</b></p> <ul style="list-style-type: none"> <li>• Scholarships</li> <li>• Individual Student Planning</li> <li>• Secondary school reports</li> <li>• Letters of recommendation</li> <li>• Sending transcripts/other documentation to colleges/universities/NCAA</li> <li>• Site visit to Penreco</li> </ul>
<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Parent Communication</li> <li>• SAP Meetings</li> <li>• Tours for new students, as needed</li> <li>• Stand Tall Meetings/Activity</li> <li>• Writing casenotes</li> <li>• Agency collaboration</li> <li>• Peer leadership Reunion Trip</li> </ul>	<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Parent Communication</li> <li>• SAP Meetings</li> <li>• Tours for new students, as needed</li> <li>• Stand Tall Meetings/Activity</li> <li>• Writing casenotes</li> <li>• Agency collaboration</li> <li>• Peer leadership trip</li> <li>• Guys and Girls Night In</li> <li>• Butler County Youth Leadership Program</li> </ul>
<b>November</b>	<b>May</b>
<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>• Attend District Guidance Meetings</li> <li>• Attend Department Meetings</li> <li>• IEP Team Meetings</li> <li>• 504 Team Meetings</li> <li>• Student Observations</li> <li>• SAP Meetings</li> <li>• Parent Meetings</li> <li>• Mental Health Intervention Plan Management</li> <li>• Medical Intervention Plans</li> <li>• Progress Monitoring</li> <li>• Special Education collaboration</li> <li>• Evaluate students for academic intervention (KC Academy)</li> <li>• Determine accuracy of report cards</li> </ul>	<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>• Attend District Guidance Meetings</li> <li>• Attend Department Meetings</li> <li>• IEP Team Meetings</li> <li>• 504 Team Meetings</li> <li>• Student Observations</li> <li>• SAP Meetings</li> <li>• Parent Meetings</li> <li>• Mental Health Intervention Plan Management</li> <li>• Medical Intervention Plans</li> <li>• Progress Monitoring</li> <li>• Special Education collaboration</li> <li>• Individual student planning</li> <li>• Meet with Department Heads, re: course request lists</li> </ul>

<ul style="list-style-type: none"> <li>• Trouble shoot report cards/grade issues</li> <li>• Print and distribute report cards</li> <li>• Review winter wave Keystone Testing schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with Elementary Guidance, re: incoming 7<sup>th</sup> graders</li> <li>• 6<sup>th</sup> Grade Transition Day</li> <li>• Junior Jump Start Presentation by PHEAA</li> </ul>
<p><b>Career:</b></p> <ul style="list-style-type: none"> <li>• Junior Interviews</li> <li>• Senior Interviews</li> <li>• Secondary school reports</li> <li>• Letters of recommendation</li> <li>• Sending transcripts/other documentation to colleges/universities/NCAA</li> <li>• Butler County Area Vocational-Technical School Tour with 10<sup>th</sup> grade class</li> <li>• Student site visit to Penn United Technologies</li> </ul>	<p><b>Career:</b></p> <ul style="list-style-type: none"> <li>• Meet with all seniors, re: review of information for graduation script</li> <li>• Individual student planning</li> <li>• Letters of recommendation</li> <li>• Scholarships</li> <li>• Career Cruising lesson with 8<sup>th</sup> grade students – Career Interest Inventory, Career Search</li> </ul>
<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Parent Communication</li> <li>• SAP Meetings</li> <li>• Tours for new students, as needed</li> <li>• Stand Tall Meetings/Activity</li> <li>• Writing casenotes</li> <li>• Agency collaboration</li> </ul>	<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Parent Communication</li> <li>• SAP Meetings</li> <li>• Tours for new students, as needed</li> <li>• Stand Tall Meetings/Activity</li> <li>• Writing casenotes</li> <li>• Agency collaboration</li> <li>• Prom Promise Program</li> <li>• Collaborate with Elementary Guidance, re: incoming 7<sup>th</sup> graders</li> </ul>
<b>December</b>	<b>June</b>
<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>• Attend District Guidance Meetings</li> <li>• Attend Department Meetings</li> <li>• IEP Team Meetings</li> <li>• 504 Team Meetings</li> <li>• Student Observations</li> <li>• SAP Meetings</li> <li>• Parent Meetings</li> <li>• Mental Health Intervention Plan Management</li> <li>• Medical Intervention Plans</li> <li>• Progress Monitoring</li> <li>• Special Education collaboration</li> <li>• Evaluate students for academic intervention (KC Academy)</li> <li>• Keystone Exams</li> <li>• Meeting with teachers to determine curriculum changes</li> <li>• Edit curriculum guides for following year</li> </ul>	<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>• Facilitate graduation</li> <li>• Determine accuracy of report cards</li> <li>• Trouble shoot report cards/grade issues</li> <li>• Print, sort, and mail report cards</li> <li>• Failure letters</li> <li>• Attendance Failure letters</li> <li>• Promotion/Retention List</li> <li>• Set-up summer school courses for students</li> <li>• Monitor summer school courses/grades</li> <li>• Determine possible KC Academy placement</li> </ul>
<p><b>Career:</b></p> <ul style="list-style-type: none"> <li>• Junior Interviews</li> <li>• Senior Interviews</li> <li>• Secondary school reports</li> <li>• Letters of recommendation</li> </ul>	<p><b>Career:</b></p> <ul style="list-style-type: none"> <li>• Individual Student Planning, as necessary</li> </ul>

<ul style="list-style-type: none"> <li>• Sending transcripts/other documentation to colleges/universities/NCAA</li> <li>• Student site visit to Penn United Technologies</li> </ul>	
<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Parent Communication</li> <li>• SAP Meetings</li> <li>• Tours for new students, as needed</li> <li>• Stand Tall Meetings/Activity</li> <li>• Writing casenotes</li> <li>• Agency collaboration</li> </ul>	<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Parent Communication</li> <li>• Writing casenotes</li> <li>• Agency collaboration</li> </ul>
<b>January</b>	<b>July</b>
<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>• Attend District Guidance Meetings</li> <li>• Attend Department Meetings</li> <li>• IEP Team Meetings</li> <li>• 504 Team Meetings</li> <li>• Student Observations</li> <li>• SAP Meetings</li> <li>• Parent Meetings</li> <li>• Mental Health Intervention Plan Management</li> <li>• Medical Intervention Plans</li> <li>• Progress Monitoring</li> <li>• Special Education collaboration</li> <li>• Evaluate students for academic intervention (KC Academy)</li> <li>• Scheduling conflicts</li> <li>• Schedule changes</li> <li>• Academic failure/attendance intervention meetings</li> <li>• Revision and submission of curriculum guides for board approval</li> <li>• Communicating with MIU4 regarding printing of curriculum guides</li> <li>• Creation of pre-scheduling schedule</li> <li>• Revision of pre-scheduling sheets</li> <li>• Revision of pre-scheduling power point presentations</li> <li>• Preparing Tyler SIS for student course requests</li> <li>• Determine accuracy of report cards</li> <li>• Trouble shoot report cards/grade issues</li> <li>• Print and distribute report cards</li> <li>•</li> </ul>	<p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>• Create Master Schedule <ul style="list-style-type: none"> <li>○ Create Student Schedules</li> <li>○ Create Teacher Schedule</li> </ul> </li> <li>• Hand schedule special education student schedules</li> <li>• Trouble shoot scheduling issues</li> <li>• Review of Keystone Exam scores; make scheduling adjustments as needed</li> <li>• Team Meetings</li> <li>• Monitor summer school courses/grades</li> <li>• Determine possible KC Academy placement</li> </ul>
<p><b>Career:</b></p> <ul style="list-style-type: none"> <li>• Letters of recommendation</li> <li>• Sending transcripts/other documentation to colleges/universities/NCAA</li> <li>• Determine students for Penn United Technologies SATS course</li> <li>• Career Cruising lesson with 11<sup>th</sup> grade, re: Career,</li> </ul>	<p><b>Career:</b> N/A</p>

<p><b>Major and College Search</b></p> <ul style="list-style-type: none"> <li>• PSAT Review – Introduction to My College Quick Start and Khan Academy</li> </ul>	
<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Parent Communication</li> <li>• SAP Meetings</li> <li>• Tours for new students, as needed</li> <li>• Stand Tall Meetings/Activity</li> <li>• Writing casenotes</li> <li>• Agency collaboration</li> </ul>	<p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Individual Counseling, as necessary</li> <li>• Parent Communication</li> <li>• Writing casenotes</li> <li>• Agency Collaboration</li> </ul>

**8. Program Delivery:**

**Karns City Area School District  
Grades K-6**

<p><b>Guidance Curriculum</b></p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p>	<p><b>Prevention, Intervention and Responsive Services</b></p> <p>Addresses school and student needs.</p>	<p><b>Individual Student Planning</b></p> <p>Assists students and parents in development of academic and career plans.</p>	<p><b>System Support</b></p> <p>Includes program, staff and school support activities and services.</p>
<p><b>Purpose</b></p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p><b>Purpose</b></p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p><b>Purpose</b></p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b>Purpose</b></p> <p>Program delivery and support.</p>
<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>•Kindergarten Orientation</li> <li>•New Student Orientation</li> <li>•Classroom lessons on school success strategies (time management, organization, goal setting)</li> <li>•Classroom lessons on decision making/problem solving</li> <li>•Administration of Group Ability Testing</li> <li>•Classroom lessons on</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>•ESAP Meetings</li> <li>•MTSS Coordination Meetings</li> <li>•Transition Meetings</li> <li>•Individual counseling</li> <li>•Gifted referrals</li> <li>•Observations</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>•Kindergarten screenings</li> <li>•Individual Counseling (grades, study skills, school anxiety, organization skills, time on task behavior, etc).</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>•Attend District Guidance Meetings</li> <li>•Staff collaboration</li> <li>•Update student data/schedules</li> <li>•Standardize testing prep</li> <li>•Midterm reports</li> <li>•Report cards/honor roll</li> <li>•Review of aptitude testing data</li> <li>•Calculate 6<sup>th</sup> grade GPAs</li> <li>•Prepare tentative budget</li> </ul>



<b>study skills</b> •6 <sup>th</sup> to 7 <sup>th</sup> grade transition activities			•Preparation and administration of PSSAs •6 <sup>th</sup> to 7 <sup>th</sup> grade placement •Input SAP data entry •Spelling bee •Finishing out current and planning out upcoming school year
<b>Career</b> •Classroom lessons •6 <sup>th</sup> Grade Site Visit to Butler County Vocational Technical School •Vault Program: Understanding Money	<b>Career</b>	<b>Career</b>	<b>Career</b> •Preparing lessons
<b>Personal/Social</b> •Assist with 7 <sup>th</sup> and 8 <sup>th</sup> grade days •Classroom presentations	<b>Personal/Social</b> •SWPBS •Crisis counseling •Classroom presentations •New student lunch groups •Individual counseling •Group counseling	<b>Personal/Social</b>	<b>Personal/Social</b> • Parent communication •Open house •Preparation for Drug and Alcohol Prevention Week Activities •Prepare student awards •Attend student activities/assemblies
<b>Counselor Role</b>  Guidance Curriculum Classroom or groups Consultation	<b>Counselor Role</b>  Individual and small group counseling Consultation Referral	<b>Counselor Role</b>  Assessment Planning Placement Consultation	<b>Counselor Role</b>  Develop and manage program Coordination Develop partnerships and foster relationships Consultation
<b>Percentage of Time</b>  15%	<b>Percentage of Time</b>  50%	<b>Percentage of Time</b>  5%	<b>Percentage of Time</b>  30%

**Karns City Area School District  
Grades 7-12**

<b>Guidance Curriculum</b>  Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.	<b>Prevention, Intervention and Responsive Services</b>  Addresses school and student needs.	<b>Individual Student Planning</b>  Assists students and parents in development of academic and career plans.	<b>System Support</b>  Includes program, staff and school support activities and services.
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<p style="text-align: center;"><b>Purpose</b></p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p>Program delivery and support.</p>
<p style="text-align: center;"><b>Academic</b></p> <ul style="list-style-type: none"> <li>- 7<sup>th</sup> Grade/New Student Orientation</li> <li>- Scheduling presentations with students grades 8-11</li> <li>- Schedule presentations with students in grade 6</li> <li>- Course requests in the computer lab</li> <li>- OLSAT testing for 7<sup>th</sup> graders</li> <li>- 7<sup>th</sup> grade math placement</li> <li>- 7<sup>th</sup> grade reading placement</li> <li>- 6<sup>th</sup> grade transition day</li> <li>- Class meetings</li> </ul>	<p style="text-align: center;"><b>Academic</b></p> <ul style="list-style-type: none"> <li>-Mental Health Intervention Plan Management</li> <li>-Building tours for new students</li> <li>-Determine possible KC Academy placement</li> <li>-Student observations</li> <li>-SAP meetings</li> <li>-Medical Intervention Plans</li> <li>-Progress monitoring</li> <li>-Evaluate students for academic intervention (KC Academy)</li> <li>-IEP team meetings</li> <li>-504 team meetings</li> <li>-Transition meetings</li> <li>-Academic failure/attendance intervention meetings</li> </ul>	<p style="text-align: center;"><b>Academic</b></p> <ul style="list-style-type: none"> <li>-Incoming/returning student enrollment, schedule creation</li> <li>-Graduation plan completion, transfer grades for enrolling students grades 10-12</li> </ul>	<p style="text-align: center;"><b>Academic</b></p> <ul style="list-style-type: none"> <li>-Attend District Guidance Meetings</li> <li>-Attend department meetings</li> <li>-Schedule Changes</li> <li>-Trouble shooting scheduling conflicts (teacher issues, section numbers)</li> <li>-Parent communication</li> <li>-In-service days prior to school year</li> <li>-Special education collaboration</li> <li>-Set up Tyler SIS for course request process</li> <li>-Open House</li> <li>-Determine accuracy of report cards</li> <li>-Trouble shoot report cards/grade issues</li> <li>-Print and distribute report cards</li> <li>-Create course request list for department review</li> <li>-Collaborate with elementary guidance, re: incoming 7<sup>th</sup> grader</li> <li>-Review Winter Wave Keystone Testing Schedule</li> <li>-Meet with department heads regarding course request list</li> <li>-Keystone Exams</li> <li>-Meet with teachers to determine curriculum changes</li> <li>-Edit curriculum guides for following year</li> <li>-Print, sort and mail report cards</li> <li>-Failure letters</li> <li>-Attendance failure letters</li> <li>-Promotion/retention list</li> <li>-Monitor summer school courses/grades</li> <li>-Facilitate graduation</li> <li>-Revision and submission of</li> </ul>

			<ul style="list-style-type: none"> <li>curriculum guides for board approval</li> <li>-Communicating with MIU4 regarding printing of curriculum guides</li> <li>-Creation of pre-scheduling schedule</li> <li>-Revision of pre-scheduling sheets</li> <li>-Revision of pre-scheduling powerpoint presentations</li> <li>-Preparing Tyler SIS for student course requests</li> <li>-Create master schedule <ul style="list-style-type: none"> <li>-Create Student Schedule</li> <li>-Create Teacher Schedule</li> </ul> </li> <li>-Hand schedule special education student schedules</li> <li>-Trouble shoot scheduling issues</li> <li>-Review of Keystone Exam scores, making scheduling adjustment as needed</li> <li>-Team meetings</li> </ul>
<b>Career</b>	<b>Career</b>	<b>Career</b>	<b>Career</b>
<ul style="list-style-type: none"> <li>-Butler County Area Vocational-Technical School Tour with 10<sup>th</sup> grade class</li> <li>-Career lesson with 8<sup>th</sup> grade students – Career Interest Inventory, Career Search</li> <li>-Career lesson with 9<sup>th</sup> grade students – My Planner and 4-year Education and Transition Plan through Google Classroom</li> </ul>		<ul style="list-style-type: none"> <li>-Individual student planning, as needed</li> <li>-Individual counseling in regards to course scheduling and future career plans</li> <li>-Student Site visit to Penn United Technologies</li> <li>-College Fair at David L. Lawrence Convention Center</li> <li>- Special Education transition meetings</li> <li>- Secondary school reports</li> <li>- Letters of recommendation</li> <li>-Junior Interviews</li> <li>-Senior Interviews</li> <li>-ASVAB score review</li> <li>-Scholarships</li> <li>-Meet with seniors, re: review of information for graduation script</li> <li>-Site visit to Penreco</li> <li>-Determine students for Penn United Technologies SATS course</li> <li>-Career Cruising lesson with 11<sup>th</sup> grade, re: Career, Major and College Search</li> </ul>	<ul style="list-style-type: none"> <li>-Scholarships</li> <li>-Sending transcripts/other documentation to colleges/universities/NCAA</li> <li>- Review/update of scholarships and Guidance website</li> </ul>

		-PSAT Review – Introduction to My College Quick Start and Khan Academy	
<b>Personal/Social</b> -7 <sup>th</sup> and 8 <sup>th</sup> grade days	<b>Personal/Social</b> -Parent communication -Meet new 7 <sup>th</sup> graders -Tours for students -Individual counseling -Group counseling -Crisis intervention -SAP meetings -Stand Tall meetings -Peer leadership reunion trip -Peer leadership trip -Guys/Girls Night In	<b>Personal/Social</b> -Rotary Youth Leadership Academy -Attendance of Ethics Symposium - Butler County Youth Leadership Program	<b>Personal/Social</b> -Agency collaboration -Writing casenotes
<b>Counselor Role</b> Guidance Curriculum Implementation Classroom or groups Consultation	<b>Counselor Role</b> Individual and small group counseling Consultation Referral	<b>Counselor Role</b> Assessment Planning Placement Consultation	<b>Counselor Role</b> Develop and manage program Coordination Develop partnerships and foster relationships Consultation
<b>Percentage of Time</b>  10%	<b>Percentage of Time</b>  40%	<b>Percentage of Time</b>  20%	<b>Percentage of Time</b>  30%

## 9. Curriculum Action Plan

### Karns City School District Curriculum for Chapter 339

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Target Group( Grades )	Start and End Dates	Number of Student Affected	Location	Evaluation and Assessment	Contact Person
N/A	Identifying positive work habits, Understanding cooperative participation in a group setting <b>ASCA Standards: 13.3.3(A) 13.3.3(A,B) 13.3.3(C)</b>	N/A	K	N/A	40	Sugarcreek	N/A	McMillen, Wimer
N/A	Exploring interests and hobbies <b>ASCA Standards: 13.1.3(A) 13.1.3(C)</b>	Kid writing	K	Aug-June	100	Chicora/Sugarcreek	Teachers observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
Unit 1- Journeys	Identifying family roles and responsibilities <b>ASCA Standards: 13.1.3(A) 13.1.3(C)</b>	What makes a family?	K	Sept.	100	Chicora/Sugarcreek	Teachers observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
Unit 1: Lesson 4 Journeys	Identifying the range of jobs in the community <b>ASCA Standards: 13.1.3(A) 13.1.3(C)</b>	Everybody works	K	October	100	Chicora/Sugarcreek	Teachers observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen

Unit 1: Lesson 4 Journeys	Describing types of work performed by teachers and community members. <b>ASCA Standards: 13.1.3(A) 13.1.3(C)</b>	Fire Department visit, Ambulance visit, Bank visit	K	October, April	100	Chicora/Sugarcreek	Teachers observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
Unit 1: Lesson 4 Journeys	Exploring differences in types of training needed for careers <b>ASCA Standards: 13.1.3(A) 13.1.3(C)</b>	Everybody Works	K	October	100	Chicora/Sugarcreek	Teachers observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
Voice sentence Fluency	Identifying speaking and listening techniques <b>ASCA Standards: 13.2.3 (A) 13.2.3(D)</b>	Kid writing: Trait Crate	K	Aug-June	100	Chicora/Sugarcreek	Teacher observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
Dear Mr. Blueberry	Composing a personal letter <b>ASCA Standards: 13.2.3(A) 13.2.3(D)</b>	Kid writing: Letter to Santa	K	December	100	Chicora/Sugarcreek	Teacher observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
What do you want to be when you grow up?	Discussing the value of making a plan for the future <b>ASCA Standards: 13.2.3(A) 13.2.3(D)</b>	Kid writing	K	November	100	Chicora/Sugarcreek	Teacher observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
Unit 1 Lesson 1	Relating the importance of different workplace skills <b>ASCA Standards: 13.2.3(A) 13.2.3(D)</b>	Building with Dad	K	September	100	Chicora/Sugarcreek	Teachers observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
Learning Centers	Understanding cooperative participation in a group setting <b>ASCA Standards: 13.3.3 (A) 13.3.3(A,B) 13.3.3(C)</b>	Manipulatives	K	Aug-June	100	Chicora/Sugarcreek	Teachers observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
4 B's	Understanding group interaction vocabulary <b>ASCA Standards: 13.3.3(A) 13.3.3(A,B) 13.3.3(C)</b>	N/A	K	Aug-June	100	Chicora/Sugarcreek	Teachers observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
Bank Visit	Explaining the value of different monetary units <b>ASCA Standards: 13.3.3(A) 13.3.3(A,B) 13.3.3(C)</b>	Manipulatives	K	Math-end of the year	100	Chicora/Sugarcreek	Teachers observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
Houghton Mifflin	Discussing scheduling time (At home and at school) <b>ASCA Standards: 13.3.3(A) 13.3.3(A,B) 13.3.3(C)</b>	N/A	K	Math-end of the year	100	Chicora/Sugarcreek	Teachers observation, individual conferences	Smith, Stewart, Lavella, Wimer, McMillen
N/A	Identifying speaking listening techniques <b>ASCA Standards: 13.2.3(A) 13.2.3(D)</b>	N/A	K	N/A	40	Sugarcreek	N/A	McMillen, Wimer
My speciality writing	Exploring interests and hobbies <b>ASCA Standards: 13.1.3(A's) 13.1.3(A,B) 13.1.3(C) 13.1.3(D) 13.1.3(E)</b>	N/A	2	February	100	Chicora/Sugarcreek	Informal Rubric	Perry, Strohmyer, Wagner, T. McElroy, Atwood
Community Helpers Unit	Identifying the range of jobs in the community and describing types of work performed by teachers and community members <b>ASCA Standards: 13.1.3(A) 13.1.3(A,B) 13.1.3(C) 13.1.3(D) 13.1.3(E)</b>	Journeys	2	October	100	Chicora/Sugarcreek	Weekly Tests	Perry, Strohmyer, Wagner, T. McElroy, Atwood
Friendly Letter	Composing a personal letter <b>ASCA Standards: 13.2.3(A) 13.2.3(C) 13.2.3(D)</b>	N/A	2	April	100	Chicora/Sugarcreek	Informal Rubric	Perry, Strohmyer, Wagner, T. McElroy, Atwood
Occurs Daily	Understanding cooperative participation in a group setting. <b>ASCA Standards: 13.3.3(A,B) 13.3.3(A) 13.3.3(C) 13.3.3(D)</b>	Reading and Math	2	ongoing	100	Chicora/Sugarcreek	Observation	Perry, Strohmyer, Wagner, T. McElroy, Atwood
Ch. 7 (Math)	Explaining the different monetary Units <b>ASCA Standards: 13.3.3(A,B) 13.3.3(A) 13.3.3(C) 13.3.3(D)</b>	Go Math tools	2	Feb/March	100	Chicora/Sugarcreek	Ch. 7 test	Perry, Strohmyer, Wagner, T. McElroy, Atwood

My family	Identifying how roles vary across family, friends, community <b>ASCA Standards: 13.3.3(A,B) 13.3.3(A) 13.3.3(C) 13.3.3(D)</b>	Journeys Books (Unit 1)	2	September	100	Chicora/Sugarcreek	Weekly Tests	Perry, Strohmyer, Wagner, T. McElroy, Atwood
The signmakers assistant	Understanding the concept of entrepreneurship, discussing characters traits of successful entrepreneurs, describing age appropriate business ideas. <b>ASCA Standards: 13.4.3</b>	Journeys Books	2	March	100	Chicora/Sugarcreek	Weekly Tests	Perry, Strohmyer, Wagner, T. McElroy, Atwood
2nd Grade Career Interest Survey	Exploring interests and hobbies. <b>ASCA Standards: 13.1.3(A)</b>	Career interests based on Hollands Six (RAISEC) Career Types	2	N/A	40	Sugarcreek	Scoring rubric	Hogan
N/A	Exploring interests and hobbies <b>ASCA Standards: 13.1.3(A) 13.1.3(F,G)</b>	N/A	3	Aug/Sept	40	Sugarcreek	Interest study	Hebenthal
Thomas Edison +Yonder	Identifying speaking and listening techniques <b>ASCA Standards: 13.2.3(A) 13.2.3(D) 13.2.3(B)</b>	Research and slideshow	3	Dec and Feb	40	Sugarcreek	N/A	Hebenthal
Daily 5	Identifying positive work habits (at home and at school) <b>ASCA Standards: 13.3.3(A,B) 13.3.3(C)</b>	N/A	3	All year	40	Sugarcreek	Goal Setting	Hebenthal
N/A	Understanding cooperative participation in a group setting <b>ASCA Standards: 13.3.3(A,B) 13.3.3(C)</b>	N/A	3	All Year	40	Sugarcreek	Small group work, research and level readers	Hebenthal
N/A	Understanding group interaction vocabulary <b>ASCA Standards: 13.3.3(A,B) 13.3.3(C)</b>	N/A	3	All Year	40	Sugarcreek	Small group work, research and level readers	Hebenthal
N/A	Identifying speaking techniques and listening techniques <b>ASCA Standards: 13.2.3</b>	Listening Center	3	All year	60	Chicora	Daily Five checklists and observations	Rice
English	Composing a personal letter. <b>ASCA Standards: 13.2.3</b>	Leveled Readers	3	All year	60	Chicora	Writing Portfolio	Rice
Guidance lesson	Discussing the value of making a plan for the future <b>ASCA standards: 13.2.3</b>	N/A	3	N/A	60	Chicora	Class Activities	Creel
Every Subject	Identifying positive work habits (at home and at school), understanding cooperative participation in a group setting, understanding group interaction vocabulary <b>ASCA Standard: 13.3.3</b>	N/A	3	N/A	100	Chicora/Sugarcreek	Turning in assignments, studying for tests, having materials, respecting each other, 4 B lessons	Rice, Wilson, McCall, Preston, Hebenthal
Math	Explaining the value of different monetary units <b>ASCA Standards: 13.3.3</b>	Measurements	3	N/A	100	Chicora	N/A	Rice, Preston
Every Subject	Discussing scheduling time(at home and at school) <b>ASCA Standards: 13.3.3</b>	N/A	3	N/A	100	Chicora/Sugarcreek	Discussing how to study for tests with family, friends, community	Rice, Wilson, McCall, Preston, Hebenthal
Every Subject	Understanding the importance of life long learning <b>ASCA Standards: 13.3.3</b>	Guest Speakers	3	N/A	60	Chicora	N/A	Rice
Math	Understanding the concept of entrepreneurship <b>ASCA Standards: 13.4.3</b>	Stock market lesson	3	N/A	100	Chicora/Sugarcreek	N/A	Rice, Preston
N/A	Exploring differences in types of training needed for careers <b>ASCA Standards: 13.4.3</b>	Warren Buffett video series for kids on YouTube	3	N/A	60	Chicora	N/A	Rice
Third Grade Career Project	Exploring interests and hobbies. Exploring differences in types of training needed for careers. <b>ASCA Standard: 13.1.3</b>	Students will identify career cluster most aligned with his/her interest. Student will identify at least 3 careers/career fields that are of interest to him/her	3	April	40	Sugarcreek	Debriefing	Hogan
Vault Module 1: Responsible Money Choices	Learning/discussing budgeting concept <b>ASCA Standard: 13.3.5(D)</b>	Students learn about the concepts of financial responsibility and practice strategies acquiring financial information and making responsible financial decisions.	4	Feb-May	40	Sugarcreek	Spending and savings simulation around responsible choices, planning and goal-setting. Pre/Post module knowledge assessment	Hogan

Vault Module 2: Income and Careers	Learning/discussing budgeting concept <b>ASCA Standard: 13.3.5(D)</b>	Students learn about how people acquire income, build careers and responsibly pay taxes to the government	4	Feb-May	40	Sugarcreek	Matching exercise aligning a characters talents and interests to the appropriate career. Pre/Post module knowledge assessment.	Hogan
Vault Module 3: Making Plans with Money	Learning/discussing budgeting concept <b>ASCA Standard: 13.3.5(D)</b>	Students learn about strategies for managing money, including creating a budget, choosing the best payment method, making responsible purchasing decisions and giving to charity	4	Feb-May	40	Sugarcreek	Organize characters budgets into needs versus wants. Pre/Post module knowledge assessment.	Hogan
Vault Module 4: Credit Borrowing	Learning/discussing budgeting concept <b>ASCA Standard: 13.3.5(D)</b>	Students learn about the basics of credit, the obligation that comes with borrowing money and the importance of borrowing money responsibly.	4	Feb-May	40	Sugarcreek	Quiz show around the role of credit and borrowing and responsibility lending decisions. Pre/Post test module knowledge assessment	Hogan
Vault Module 5: Insurance and Safety	Discussing group interaction strategies. <b>ASCA Standards: 13.3.5</b>	Students learn about strategies for managing personal and household risks and the role of health insurance.	4	Feb-May	40	Sugarcreek	Interactive game identifying and removing risks in simulated environments. Pre/Post test module knowledge assessment	Hogan
Vault Module 6: Savings and Investing	Learning/discussing budgeting concept <b>ASCA Standard: 13.3.5(D)</b>	Students learn methods and strategies to save and invest money	4	Feb-May	40	Sugarcreek	Interactive game helping characters cut their expenses and save for long-term goals. Pre/Post test module knowledge assessment	Hogan
Various	Practicing speaking/listening techniques in conversation <b>ASCA Standard: 13.2.5(A)</b>	ELA	5	Various	100	Chicora/Sugarcreek	This is a component of our essay presentations	Mealey, Pfeifer, Rodgers, M. Twentier, Schumacher
Various	Relating the importance of working cooperatively with others <b>ASCA Standards: 13.3.5(B) 13.3.5(C) 13.3.5(E)</b>	All Subjects	5	Various	100	Chicora/Sugarcreek	Informal	Mealey, Pfeifer, Rodgers, M. Twentier, Schumacher
Various	Discussing group interaction strategies <b>ASCA Standards: 13.3.5(B) 13.3.5(C) 13.3.5(E)</b>	All Subjects	5	Various	100	Chicora/Sugarcreek	Informal	Mealey, Pfeifer, Rodgers, M. Twentier, Schumacher
5th Grade Career Classroom Lesson: Aptitudes, Interests, and Careers	Identifying the components of a career plan. <b>ASCA Standard: 13.1.5(A) 13.1.5(H)</b>	5th grade career guidance worksheet	5	March-April	100	Chicora	Career Worksheet	Creel
5th Grade Self Assessment	Completing self-assessments (interests, aptitudes, personality, etc.) <b>ASCA Standard: 13.1.8</b>	PA Career Zone Assess Yourself	5	Jan	100	Chicora/Sugarcreek	Print out	Boresiewicz
5th Grade Slideshow Presentation	<b>Use research and information resources to obtain career information ACSA Standard: 13.1.5</b>	Google slides	5	Feb	100	Chicora/Sugarcreek	Slideshow	Boresiewicz
Scheduling Presentations	Analyzing the impact of school subjects, extracurricular activities, and community involvement on career planning. <b>ASCA Standard: 13.1.8(H)</b>	Scheduling Presentation. Student Scheduling forms	6	March	100	Chicora/Sugarcreek	Completed Schedule Forms	Loheyde
N/A	Practicing speaking/listening techniques in conversation <b>ASCA Standard: 13.2.8</b>	N/A	6	N/A	120	Chicora/Sugarcreek	N/A	T. Twentier, Jones, Johnston, Fair. D. McElroy, Ball
N/A	Relating the importance of working cooperatively with others. <b>ASCA Standards: 13.3.11</b>	N/A	6	N/A	120	Chicora/Sugarcreek	N/A	T. Twentier, Jones, Johnston, Fair. D.

								McElroy, Ball
N/A	Discussing group interaction strategies. <b>ASCA Standards: 13.3.11</b>	N/A	6	N/A	120	Chicora/Sugarcreek	N/A	T. Twentier, Jones, Johnston, Fair. D. McElroy, Ball
N/A	<b>ASCA Standards: 13.1.8(H)</b>	N/A	6	N/A	120	Chicora/Sugarcreek	N/A	T. Twentier, Jones, Johnston, Fair. D. McElroy, Ball
6th Grade Student Interviews	Completing self-assessments (interests, aptitudes, personality, etc.) <b>ASCA Standard: 13.1.8</b>	6th grade student interview questions.	6	Oct-Dec	80	Chicora	Completed Interview	Creel
4 skills and 4 steps to a successful career - Lesson 1: Examining the career clusters	Completing self-assessments(interests, aptitudes, personality, etc.) Reviewing career options based on assessments. <b>ASCA Standards: 13.1.8(A,B) 13.1.8(D)</b>	Students will be introduced to and explore the six career clusters.	6	N/A	40	Sugarcreek	Pre/Post assessment	Hogan
4 skills and 4 steps to a successful career - Lesson 2: Picking your path	Completing self-assessments(interests, aptitudes, personality etc.) Reviewing career options based on assessments. <b>ASCA Standards: 13.1.8(A,B) 13.1.8(D)</b>	Students will complete an online interest assessment using EducationPlanner.org	6	N/A	40	Sugarcreek	Pre/Post assessment	Hogan
4 skills and 4 steps to a successful career - Lesson 3: Advertise your choice	Explaining the connection between training programs and job opportunities <b>ASCA Standards: 13.1.8(D)</b>	Students will create flyers or pamphlets showcasing a career of their choice. The student will research, in depth, one of the careers selected from the previous lesson. Students will then present their creation to the class.	6	N/A	40	Sugarcreek	Rubric provided for the pamphlet to assess each students proficiency	Hogan
4 skills and 4 steps to a successful career - Lesson 4: Resume Writing	Developing career acquisition documents (i.e. job applications, letter of introduction, resume, letters of recommendation.) <b>ASCA Standard: 13.2.8(C)</b>	Using information gathered from the previous lesson, students will use computers to build a resume tailored toward a career choice.	6	N/A	40	Sugarcreek	Rubric for finished resume	Hogan
7th Grade Orientation	Understanding the importance of team work and each members role. <b>ASCA Standard: 13.3.8(B) 13.3.8(C)</b>	Updated schedules, orientation presentation, school map, locks.	7	August	100	KC	Q&A	Loheyde/Kelly
7th Grade Day	Understanding the importance of team work and each members role. <b>ASCA Standard: 13.3.8(B) 13.3.8(C)</b>	N/A	7	September	100	KC	Writing wrap-up	Loheyde/Kelly
Scheduling Presentation	Analyzing the impact of school subjects, extracurricular activities, and community involvement on career planning. <b>ASCA Standard: 13.1.8(H)</b>	Scheduling Presentation. Student Scheduling forms	7	March	100	KC	Completed Schedule Forms	Loheyde
Book Share	Naming, speaking, and listening skills needed for a job interview <b>ASCA Standards: 13.2.8</b>	AR Book Share Guide and Sample/Model	7	Aug-June	100	KC	Rubric for presenting	Tammy Smith
Persuasive Writing/Compare/Contrast	Explaining essential workplace skills in getting a job <b>ASCA Standard: 13.2.8</b>	Writing guidelines/models	7	Aug-June	100	KC	Rubrics for writing usually PSSA standards or writing style specific	Tammy Smith
Basic Classroom Conduct	Determining personal attitudes and work habits for keeping a job and advancing <b>ASCA Standards: 13.3.8(B)</b>	Handbook	7	Aug-June	100	KC	Observation	Tammy Smith
Daily Lessons	Understanding personal attitudes and work habits for keeping a job and advancing. <b>ASCA Standards: 13.3.11</b>	Various materials	7	Aug-June	100	KC	Varies	Tammy Smith
Group Work in activities for lessons	Learning/practicing team members: listening techniques (i.,e. clarifying, summarizing, encouraging) <b>ASCA Standards: 13.3.11</b>	Various materials	7	Aug-June	100	KC	Varies	Tammy Smith
group work throughout each unit-	Understanding the importance of teamwork and each member's role <b>ASCA Standard: 13.3.8</b>	Theme worksheets, conflict, poetry	7	Throughout the year	100	KC	Assignments: finding evidence in a text, writing	Cori Lakin



each member has a job							paragraphs, editing, understanding theme conflict, point of view	
Career Cruising, Career Journeys	Research careers matching self-assessment results <b>ASCA Standards: 13.1.8(D)</b>	<a href="http://Careercruising.com">Careercruising.com</a>	8	April-May	100	KC	N/A	Loheyde
8th Grade Day	Understanding the importance of team work and each members role. <b>ASCA Standard: 13.3.8(B) 13.3.8(C)</b>	Seneca Hills Bible Camp	8	September	100	KC	Writing wrap-up	Loheyde/Kelly
Career Research Intro	Completing Self Assessments (Interests, aptitudes, personality etc.) <b>ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G)</b>	Career Cruising Presentation	8	April/May	100	KC	Research Packet and Project	Jennifer Kramm
Career Research	Reviewing career options based on assessments. <b>ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G)</b>	<a href="http://CareerCruising.com">CareerCruising.com</a>	8	April/May	100	KC	Research Packet and Project	Jennifer Kramm
Career Research	Analyzing economic factors impacting economic employment opportunities i.e competition, geographic location, global influences, job growth/opening. <b>ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G)</b>	<a href="http://CareerCruising.com">CareerCruising.com</a>	8	April/May	100	KC	Research Packet and Project	Jennifer Kramm
Career Research	Creating a career action plan. <b>ASCA Standards: 13.2.8 (B)</b>	<a href="http://CareerCruising.com">CareerCruising.com</a>	8	April/May	100	KC	Research Packet and Project	Jennifer Kramm
Career Research	Using various research resources in a job search (Online and print resources). <b>ASCA Standards: 13.3.8 (B)</b>	<a href="http://CareerCruising.com">CareerCruising.com</a>	8	April/May	100	KC	Research Packet and Project	Jennifer Kramm
Decade Research	Understanding the importance of teamwork and each member's role. <b>ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G) 13.2.8 (B) 13.3.8 (B)</b>	N/A	8	May/June	100	KC	Group Project For Final Exam-research presentation	Jennifer Kramm
Geology, hydrology, oceanography, meteorology, astronomy	Linking traditional and non-traditional careers to the workplace	Weekly: Watch video of scientist in career field while discussing topic/content. Tells every chapter/topic you can major in.	8	N/A	100	KC	N/A	Renee Steele
Industrial Revolution	Analyzing economic factors impacting economic employment opportunities <b>ASCA Standards: 13.1.8(E) 13.1.8(H)</b>	How did jobs grow?	8	March	100	KC	Project; essay	Jacob Bishop
Forming a Nations	Understanding budgets and pay statements <b>ASCA Standards: 13.3.8(B) 13.3.8(C) 13.3.8(E)</b>	Early economics and study to US. Debt Clock	8	N/A	100	KC	N/A	Jacob Bishop
President Presentations	Learning/practicing conflict resolution skills <b>ASCA Standards: 13.3.8(B) 13.3.8(C) 13.3.8(E)</b>	Powerpoint, memorize lines	8	N/A	100	KC	Students critique themselves	Jacob Bishop
Preparing for life after high school: 4 skills and 4 steps to a successful career	Explaining essential workplace skills in getting a job <b>ASCA Standards: 13.2.8(A) 13.2.8(E)</b>	Computer and projector. 4 skills video. set of four skills worksheets. white board and markers.	8	April	100	KC	Learning Outcomes	Loheyde
ASVAB Career Exploration Program	Gaining knowledge and exploring secondary and post-secondary career training programs. <b>ASCA Standard: 13.1.11(B)</b>	ASVAB Career Exploration Test	10	Winter/Spring	100	KC	ASVAB	Kelly
ASVAB	Reviewing career options based on assessments. <b>ASCA Standards: 13.1.11(E)</b>	ASVAB Test	10	Winter/Spring	100	KC	ASVAB	Kelly
Simulation-Law making	Learning/practicing team members: listening techniques (i.e. clarifying, summarizing, encouraging) <b>ASCA Standards: 13.3.11(B's) 13.3.11(C)</b>	Students work together as congress would to pass laws	10	December	100	KC	Completion of debriefing questions	Christopher Bellis
Practiced but not in any particular	Evaluating time-management strategies effective for home and work. <b>ASCA Standards:</b>	N/A	10	N/A	100	KC	N/A	Christopher Bellis

lesson	<b>13.3.11(B) 13.3.11(C)</b>							
Junior Interviews	Reviewing annually career portfolio contents for personal career decision-making. <b>ASCA Standards: 13.2.11</b>	Interview Questions	11	February	100	KC	Completed Interview	Kelly
Interview Tips	Naming, speaking and listening skills needed for job interview <b>ASCA Standards: 13.2.8</b>	Brochure with tips	11	April/May	100	KC	Not assessed: Guest speaker	J. Heilman
Resume Tips	Developing career acquisition documents	Brochure with tips	11	April/May	100	KC	Not assessed: Guest speaker	J. Heilman
Social Studies: Unit #5 Modern Issues	Linking traditional and non-traditional careers to the workplace. <b>ASCA Standards: 13.1.11</b>	Wiki site; YouTube.com	11	December	100	KC	Assessment of jobs/careers that are currently/at risk of being outsourced	Cullen Farell
Social Studies: Unit #5 Modern Issues	Explaining the connection between training programs and job opportunities. <b>ASCA Standards: 13.1.11</b>	Wiki site; YouTube.com	11	December	100	KC	Assessment of jobs/careers that are currently/at risk of being outsourced	Cullen Farell
Social Studies: Unit #5 Modern Issues	Analyzing economic factors impacting economic employment opportunities i.e. geographic location, global influences. <b>ASCA Standards: 13.1.11</b>	Wiki site; YouTube.com	11	December	100	KC	Assessment of jobs/careers that are currently/at risk of being outsourced	Cullen Farell
Group Work	Understanding the importance of teamwork and each members role. <b>ASCA Standards: 13.3.11</b>	Group work	11	Aug-June	100	KC	Usually this a team assignment which is then scored	Cullen Farell
Time management	Learning/practicing time management strategies for home and work. <b>ASCA Standards: 13.3.11</b>	Wiki site is used to model or show demo	11	Aug-June	100	KC	Usually product focused or project due. Time table helps orient tasks	Cullen Farell
Social Studies: Commodities Exchange Game and currency exchange game	Evaluating conflict resolution skills in the workplace, Evaluating time management strategies effective for home and work, strategizing learning about the global marketplace, adapting to change, and moving forward professionally. <b>ASCA Standards: 13.3.11</b>	Wiki site, manipulatives (fake goods and fake money to trade)	11	December	100	KC	Students negotiate and trade items with each other. Runs small model UN. Simulation.	Cullen Farell
Senior Interviews	Reviewing annually career portfolio contents for personal career decision-making. <b>ASCA Standards: 13.2.11</b>	Interview Questions	12	Oct-Nov	100	KC	Completed Interview	Kelly
Senior Research Project	Naming, speaking and listening skills needed for job interview <b>ASCA Standards: 13.2.11(A) 13.2.11(C)</b>	Resources to prepare for interview	12	May	100	KC	Teacher generated rubric for interview responses and preparation	Matt Bates
Senior Research Project	Developing career acquisition documents <b>ASCA Standards: 13.2.11(A) 13.2.11(C)</b>	Resources and samples to create personal resume and cover letter	12	May	100	KC	Teacher generated rubric for resume and cover letter	Matt Bates
Lord of the Flies Novel Unit	Learning/practicing conflict resolution skills <b>ASCA Standards: 13.3.11(B)</b>	Survival scenarios to test/analyze personal influence and group dynamics	12	May	100	KC	Scoring rubric and checklist, including reflective journaling	Matt Bates
Advanced Art	Research careers matching self-assessment results <b>ASCA Standards: 13.1.11(B,C)</b>	College brochures and websites	12	Throughout the year	10	KC	Rubric, Portfolio Preparation	Lindsay Green
Economics and sociology course	Gaining knowledge and exploring secondary and post-secondary career training programs all types <b>ASCA Standard: 13.1.11(D) 13.1.11(E) 13.1.11(F) 13.1.11(G,H)</b>	N/A	12	Aug-June	100	KC	4 different schools come in to talk to kids about post high school options	Tyrel McFarland
Unit 1 Ch. 2 Economic Systems	Learning/practicing team members: Listen techniques (i.e. clarifying, summarizing, encouraging) <b>ASCA Standards: 13.3.11(A) 13.3.11(B) 13.3.11(C) 13.3.11(D) 13.3.11(E) 13.3.11(F) 13.3.11(G)</b>	economic systems group project	12	Sept.	100	KC	Economic systems rubric	Tyrel McFarland
Unit 4 Ch. 10	Developing a personal budget connected to career choice i.e. gross pay, savings, taxes, charitable contributions <b>ASCA Standards: 13.3.11(A) 13.3.11(B) 13.3.11(C) 13.3.11(D) 13.3.11(E) 13.3.11(F) 13.3.11(G)</b>	Personal financial worksheet	12	Nov.	100	KC	Worksheets	Tyrel McFarland

Unit 7 Ch. 17	Strategizing learning about the global marketplace, adapting to change, and moving forward professionally <b>ASCA Standards: 13.3.11(A) 13.3.11(B) 13.3.11(C) 13.3.11(D) 13.3.11(E) 13.3.11(F) 13.3.11(G)</b>	Unit 7 Packet	12	Dec.	100	KC	Unit 7 packet	Tyrel McFarland
Unit 7 Ch. 17	Understanding life long learning and its impact on keeping a job and being advanced to new positions <b>ASCA Standards: 13.3.11(A) 13.3.11(B) 13.3.11(C) 13.3.11(D) 13.3.11(E) 13.3.11(F) 13.3.11(G)</b>	Unit 7 Packet	12	Dec.	100	KC	Unit 7 packet	Tyrel McFarland
Transition Process	<b>ASCA Standards: 13.3.8(B) 13.3.8(C) 13.1.11(A) 13.1.11(B) 13.1.11(E) 13.1.11(F) 13.2.11(C) 13.2.11(E) 13.3.11(A) 13.3.11(B's) 13.3.11(C)</b>	N/A	6-12	N/A	105	KC	Transition Process	Special Ed. Dept
Class Meetings	Understanding the importance of team work and each members role. <b>ASCA Standard: 13.3.8(B) 13.3.8(C)</b>	Policy and procedures	7-12	August	700	KC	Q&A	Conto/Knoll
N/A	Completing Self Assessments (Interests, aptitudes, personality, etc.) <b>ASCA Standards: 13.2.8(E) 13.3.8(B)</b>	N/A	7-12	Aug-Jun	60	KC	Self-assess our performance	Amanda Pivrotto
N/A	<b>Determining personal attitudes and work habits for keeping a job and advancing ASCA Standards: 13.2.8(E), 13.3.8(B)</b>	N/A	7-12	Aug-Jun	60	KC	We develop skills such as teamwork on daily basis	Amanda Pivrotto
N/A	Understanding the importance of teamwork and each member's role. <b>ASCA Standards: 13.2.8(E) 13.3.8(B)</b>	N/A	7-12	Aug-Jun	60	KC	N/A	Amanda Pivrotto
N/A	Completing self-assessments (interests, aptitudes, personality, etc.) <b>ASCA Standard: 13.1.11(A) 13.2.11(A) 13.2.11(E) 13.3.11(A) 13.3.11(B)</b>	N/A	7-12	Aug-Jun	60	KC	Everyday we assess	Amanda Pivrotto
Discussion with students prior to scheduling	Reviewing and revising the 7th-12th course selection plan <b>ASCA Standards: 13.1.8(D) 13.1.8(H) Gifted</b>	N/A	7-12	N/A	55	KC	Discussion with students prior to scheduling	Terry Mackrell, Lindsay Green, Josh Stimac
Group work (various lessons)	Understanding the importance of teamwork and each member's role <b>ASCA Standards: 13.3.8(B)</b>	"Organization," "Contribution," and "Leadership"	7-12	Aug-June	700	KC	Group score, rubric, and self-assessment	Conto/Knoll
Daily lessons	Learning/practicing time-management strategies for home and work <b>ASCA Standards: 13.3.8(B)</b>	Various for assignments	7-12	Aug-June	700	KC	Group score, rubric, and self-assessment	Conto/Knoll
Daily Direction	Evaluating time-management strategies effective for home and work. <b>ASCA Standards: 13.3.11</b>	Homework Board, agenda, google docs	7-12	Aug-June	700	KC	Varies for assignment	Conto/Knoll
BCAVTS Site Tour	Gaining knowledge and exploring secondary and post-secondary career training programs. <b>ASCA Standard: 13.1.11(F)</b>	N/A	9-10	November	200	KC	N/A	Loheyde/Kelly
Gifted IEP Writing	Completing self-assessments (interests, aptitudes, personality etc.) <b>ASCA Standards: 13.1.11</b>	N/A	9-12	Aug-Jun	30	KC	Used to write gifted IEP's	Lindsay Green, Josh Stimac
Group Projects: House, City, end of year review maps	Learning/Practicing conflict resolution skills (i.e group dynamics, negotiation, problem solving, constructive criticism) <b>ASCA Standards: 13.3.11(B)</b>	Communication, connection, Foreign language 5C's	9-12	Varies based on Dept. Dec/Jan	150	KC	Rubrics, presentations (rubrics)	Lisa Schmitt
Medical Imaging Careers	Gaining knowledge and exploring secondary and post-secondary career training programs all types <b>ASCA Standard: 13.1.11</b>	Careers in Biology	10-12	Aug/Sept./Feb	75	KC	Quiz; lab practical	Erin Futscher

Art	Learning/practicing "team members: listening techniques" <b>ASCA Standards: 13.3.11(B)</b>	Grid, paint supplies, acrylic painting handout	10-12	February	10	KC	Rubric	Lindsay Green
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## 10. Organizing Career/Postsecondary Resources:

### Organizing Career Resources

Resource Types	List Resources
<b>Organizations/Agencies</b>	<ul style="list-style-type: none"> <li>• Tri-County WIB</li> <li>• Career T.R.A.C.K.</li> <li>• OVR</li> <li>• MIU4</li> </ul>
Intermediary Organizations	
Umbrella Organizations	
Community/State Agencies	<ul style="list-style-type: none"> <li>• Chicora/East Brady Rotary</li> <li>• United Way</li> <li>• Lions Club</li> <li>• KC CTC</li> </ul>
<b>Networking Opportunities</b>	<ul style="list-style-type: none"> <li>• Pennsylvania Department of Education (PDE) – Academic Standards for Career Education and Work</li> <li>• Career Link</li> <li>• Junior Achievement</li> </ul>
Individual Contacts	
Community/Business Meetings	<ul style="list-style-type: none"> <li>• Taylor Ruggiero, Regina Hiler, Stacie Burke – BCAVTS</li> <li>• Paul Weifenbaugh – Tri-County WIB</li> <li>• Mike Thompson – Educational Consultant (PDE)</li> <li>• Morgan Rizzardi – BC3</li> <li>• Scott Covert – Penn United</li> <li>• Anita Orozco – Sonneborn</li> <li>• Renee Buckley – U.S. Navy Recruiter</li> </ul>
Community Events	<ul style="list-style-type: none"> <li>• BCCA</li> <li>• Karns City CTC</li> </ul>
<b>Online/ Onland</b>	<ul style="list-style-type: none"> <li>• Junior Jump Start</li> <li>• FAFSA Completion Night</li> <li>• Butler Co. College/Career Fair</li> <li>• NACAC National College Fair – Pittsburgh</li> <li>• <a href="http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf">http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf</a></li> <li>• <a href="http://www.pacareerstandards.com">www.pacareerstandards.com</a></li> <li>• <a href="http://www.pacareerzone.com">www.pacareerzone.com</a></li> <li>• <a href="http://www.acinet.org">www.acinet.org</a></li> <li>• <a href="http://www.onetcenter.org">www.onetcenter.org</a></li> <li>• <a href="http://www.careerpath.com">www.careerpath.com</a></li> <li>• <a href="http://www.everfi.com">www.everfi.com</a></li> </ul>
Internet Based Links	
Media/Advertising	<ul style="list-style-type: none"> <li>• Bob Cupp – WBUT</li> </ul>

Publications/Documents	<ul style="list-style-type: none"> <li>• Career Cruising</li> </ul>
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## 11. Individualized Academic/Career Plan

As part of Chapter 339, Karns City has developed a 10-year student plan. The 10-YEAR PLAN revolves around three questions: *Who am I?, What can I become?, How do I become that?* This plan is a proposed graduation requirement that helps all students get the most out of high school and think about their future. Starting in 8th grade students will complete a Career Interest Inventory, utilizing Career Cruising, and continue developing and revising this plan through the 12th grade. Documentation of this individualized career plan will be both electronic and hardcopy. Each counselor is responsible for housing the hardcopy files for his/her caseload. Students will work with their respective school counselor, parent and/or teachers to create their own individual plan, called a “personalized pathway”, and will revise their plan annually to adjust for changing interests or postsecondary plans.

Beginning in elementary school, students are engaged in a variety of career awareness opportunities by exploring interests and skills.

### 1. 6<sup>th</sup> Grade:

- a. PAYS – All students partake in the Pennsylvania Youth Survey. PAYS is a tool using data to drive decision making by looking, not just at rates of problem behaviors, but also at the root causes of those behaviors. PAYS allows schools and communities to address reasons (such as lack of commitment to school) rather than only looking at the symptoms after the fact (like poor grades). This approach has been shown to be the most effective in helping youth develop into healthy, productive members of their society (*2017 KCASD Pennsylvania Youth Survey Summary Report*).
- b. 6<sup>th</sup> Grade Scheduling – All students are engaged in the scheduling process. This contains a junior high overview, course options, an introduction to terms such as prerequisite, promotion, retention, etc.
- c. Career Exploration Field Trip – All students attend site visits of different post-secondary career path options.
- d. 6<sup>th</sup> Grade Transition Day – All students attend a transition program at the high school to develop an understanding of the high school schedule and curriculum.

### 2. 7<sup>th</sup> Grade:

- a. 7<sup>th</sup> Grade Orientation – All students attend an orientation day at the high school to review policy, procedures, expectations, etc.
- b. 7<sup>th</sup> Grade Class Meeting: Review of policy, procedures, and expectations in order promote soft skills and character development.
- c. 7<sup>th</sup> Grade Day – All students participate in a variety of team building breakout sessions, small group problem-solving activities, and individual goal-setting.
- d. 7<sup>th</sup> Grade Scheduling – All students engage in the scheduling process.
- e. OLSAT – All students are assessed using the Ottis-Lennon School Ability Test.
- f. My Planner Worksheet - All students will complete worksheet to continue to set goals, develop career aspirations, post-secondary goals, and identify personal strengths, accomplishments, and improvement areas.

### 3. 8<sup>th</sup> Grade:

- a. 8<sup>th</sup> Grade Class Meeting: Review of policy, procedures, and expectations in order promote soft skills and character development.
- b. 8<sup>th</sup> Grade Day – All students participate in a variety of team building breakout sessions, small group problem-solving activities, and health, safety, and wellness discussions.
- c. PAYS – All students partake in the Pennsylvania Youth Survey. PAYS is a tool using data to drive decision making by looking, not just at rates of problem behaviors, but also at the root causes of those behaviors. PAYS allows schools and communities to address reasons (such as lack of

- commitment to school) rather than only looking at the symptoms after the fact (like poor grades). This approach has been shown to be the most effective in helping youth develop into healthy, productive members of their society (2017 KCASD Pennsylvania Youth Survey Summary Report).
- d. 8<sup>th</sup> Grade Scheduling – All students engage in the scheduling process and are introduced to terms such as transcript, GPA, credits, class rank, etc.
  - e. 8<sup>th</sup> Grade Career Research Project – All students partake in a career journeys lesson, including 4 Sets and 4 Skills to a Successful Career video and discussion, Career Cruising introduction, self-exploration through a career interest inventory, career research, career worksheet, career flyer and presentation. “MY 10-YEAR PLAN” completion begins.
4. 9<sup>th</sup> Grade:
- a. 9<sup>th</sup> Grade Class Meeting: Review of policy, procedures, and expectations in order promote soft skills and character development.
  - b. BCAVTS Site Tour – All students will tour the BCAVTS.
  - c. 9<sup>th</sup> Grade Interviews – All students identify their educational goals: academic, post-secondary, and career and design a four-year course plan with an individualized personalized pathway that fulfills graduation requirements and aligns with their career and educational goals. All students review their current grades, state exam scores, and a review of terms.
  - d. 9<sup>th</sup> Grade Scheduling – All students are engaged in the scheduling process in order to self-reflect on growth and progress.
  - e. 10-YEAR PLAN – All students will visit and update their 10-YEAR PLAN.
5. 10<sup>th</sup> Grade:
- a. 10<sup>th</sup> Grade Class Meeting: Review of policy, procedures, and expectations in order promote soft skills and character development.
  - b. PAYS – All students partake in the Pennsylvania Youth Survey. PAYS is a tool using data to drive decision making by looking, not just at rates of problem behaviors, but also at the root causes of those behaviors. PAYS allows schools and communities to address reasons (such as lack of commitment to school) rather than only looking at the symptoms after the fact (like poor grades). This approach has been shown to be the most effective in helping youth develop into healthy, productive members of their society (2017 KCASD Pennsylvania Youth Survey Summary Report).
  - c. All students will take the ASVAB-CEP. The ASVAB-CEP test is a multiple aptitude test that allows students to identify their skill strengths. It includes an interest inventory that highlights work-related interest areas where students are most likely to succeed. Incorporated into the ASVAB-CEP is OCCU-Find, a catalog of careers with relevant occupational data and future-oriented planning tools.
  - d. 10-YEAR PLAN – All students will visit and update their 10-YEAR PLAN.
  - e. College and Career Fair – All students will attend the Pittsburgh National College Fair.
  - f. Entrepreneurship Required Course. All students in either 10<sup>th</sup> or 11<sup>th</sup> grade will take the Entrepreneurship class (or it’s equivalent) as a graduation requirement.
    - i. *Entrepreneurship is a one-semester course that facilitates career awareness and preparation for the student. This course allows for self-assessment opportunity, so that each individual student may select a career that suits his/her interests and skills. The course will provide each student the tools necessary to be able to follow through with the job application process. Students will learn how to apply experience and service to any future career aspirations. The students will learn about the steps and behaviors necessary to own a business. This course includes writing a business plan for potential investors and lenders. This course is designed to prepare each student for a career that will provide both retention and advancement opportunities.*
6. 11<sup>th</sup> Grade:
- a. 11<sup>th</sup> Grade Class Meeting: Review of policy, procedures, and expectations in order promote soft skills and character development.
  - b. Junior Interviews – All students will engage in the junior interview process that includes, but is not limited to: academic review, senior year course agreement, junior year progress meeting sheet, junior action plan, getting the job, and post-secondary search process.
  - c. 10-YEAR PLAN – All students will visit and update their 10-YEAR PLAN.
  - d. Entrepreneurship Required Course. All students in either 10<sup>th</sup> or 11<sup>th</sup> grade will take the Entrepreneurship class (or it’s equivalent) as a graduation requirement.

- i. *Entrepreneurship is a one-semester course that facilitates career awareness and preparation for the student. This course allows for self-assessment opportunity, so that each individual student may select a career that suits his/her interests and skills. The course will provide each student the tools necessary to be able to follow through with the job application process. Students will learn how to apply experience and service to any future career aspirations. The students will learn about the steps and behaviors necessary to own a business. This course includes writing a business plan for potential investors and lenders. This course is designed to prepare each student for a career that will provide both retention and advancement opportunities.*

7. 12<sup>th</sup> Grade:

- a. 12<sup>th</sup> Grade Class Meeting: Review of policy, procedures, and expectations in order promote soft skills and character development.
- b. Senior Interviews – All students will engage in the senior interview process that includes but is not limited to: academic review, transcripts and activity review sheet, post-secondary plans, application process, and financial aid scholarships.
- c. PAYS – All students partake in the Pennsylvania Youth Survey. PAYS is a tool using data to drive decision making by looking, not just at rates of problem behaviors, but also at the root causes of those behaviors. PAYS allows schools and communities to address reasons (such as lack of commitment to school) rather than only looking at the symptoms after the fact (like poor grades). This approach has been shown to be the most effective in helping youth develop into healthy, productive members of their society (*2017 KCASD Pennsylvania Youth Survey Summary Report*).
- d. 10-YEAR PLAN – All students will visit and update their 10-YEAR PLAN. Students will complete a résumé and job shadow, co-op experience, work experience or Entrepreneurship business plan review.
- e. Senior Exit Interview – Graduation script is discussed including students’ future plans, major/field, and scholarships.

Parents will be engaged in their child’s academic and career plan in multiple ways. Parents have the opportunity to attend open house at each school where they may receive information about their child’s coursework and career paths. Prior to enrollment in the Butler County Vocational-Technical School, students must complete an application that requires parent involvement. During the 11<sup>th</sup> grade year, all parents are invited to attend a *Junior Jumpstart* event that dispenses information on financial aid making solid post-secondary choices. As school counselors, we strive to accommodate parents and communicate and collaborate in multiple facets (email, TylerSIS Parent Portal, KCASD Elementary and High School Counseling Department webpages, phone communication, digital applications, and face-to-face meetings). Parents are strongly encouraged to participate in their child’s academic and post-secondary plans in their preferred communication method.

Faculty will be engaged by helping to facilitate certain components of the plan. Staff members will actively engage with students through curriculum that meet CEW standards, school events and extra-curricular activities (7<sup>th</sup> Grade Day, 8<sup>th</sup> Grade Day, site tours). Staff are encouraged to share their career journey with students and help students to envision their own journey. School members are made aware of Chapter 339, as it is the driving force behind the direction that our school is going to ensure all students are college and career ready.

KCASD school counseling department meets on a monthly basis to collaborate, communicate, coordinate and plan to ensure a comprehensive and developmental school counseling program is being implemented. During these meetings, the counselors discuss student concerns, program needs, and curriculum changes. Students will add new evidence each year that CEW standards are being met. Students will review their 10-year plans with a counselor and/or teacher around the time of senior exit interviews. In addition, the possibility of seniors mentoring younger students by sharing their career plan is being explored.



*A career plan. An education plan. An action plan. A life plan.*

# MY 10-YEAR PLAN

Name: \_\_\_\_\_ Last Date Updated: \_\_\_\_\_

School: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

Pennsylvania requires all school districts to have a K-12 School Counseling Plan as part of Chapter 339. The 10-YEAR PLAN revolves around three questions: **Who am I?, What can I become?, How do I become that?** This plan is a proposed graduation requirement that helps all students get the most out of high school and think about their future.

**Starting in 8th grade** you will complete a Career Interest Inventory and continue developing and revising this plan through the 12th grade. You will work with your school counselor, parent and/or teachers to create your own individual plan, called a “personalized pathway”, and will revise your plan annually to adjust for changing interests or postsecondary plans (what you plan to do the year following graduation from high school). Your post high school goals may include four-year colleges or universities, two-year community or technical colleges, apprenticeship programs, industry standard certificate programs, military training, or on-the-job training.

## Required elements of your 10-YEAR PLAN

1. Identification of your **career goals** using a **career interest inventory** and **career research project**.
2. Identification of your **educational goals: academic, post-secondary, and career**.
3. A **four-year course plan** with an individualized **personalized pathway** that fulfills graduation requirements and aligns with your career and educational goals.
4. Completed **aptitude test** with **career exploration tool**.
5. **Junior Interview** with **transcript** and **graduation plan** review.
6. **Senior Interview**, a current **résumé** and **job shadow**, **co-op experience**, **work experience** or **Entrepreneurship business plan review (attach necessary documentation)**.
7. If you have not met standard on your state assessment, this plan *must* include **interventions and academic support, additional courses, or both** that will enable you to meet the high school graduation requirements.

The 10-YEAR PLAN is used to guide your high school experience and prepare you for postsecondary education or training and career. This plan is updated each year to reflect your assessment results, review of your high school transcript, and assess progress toward identified goals. Your plan can be revised as necessary for changing interests, goals, and needs.

## START TO CREATE YOUR PROFILE.

Who Am I?	What Can I Become?	How Will I Become That?



# MY PLAN

## 1. CAREER INTEREST INVENTORY

A career interest inventory or assessment can be taken each year to learn about your career and educational aspirations.

- ▶ Career Cruising: <https://public.careercruising.com/en/>
- ▶ My Matchmaker & My Skills
- ▶ Ability Profiler
- ▶ Learning Styles Inventory

*MY TOP 10 CAREER INTERESTS:*

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

**CHOOSE ONE CAREER:** \_\_\_\_\_

Why is this career suitable for you?

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What type of education is required for this career?

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What are other careers related to this career that you could research, as well?

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What are other resources associated with this career that could help you learn more?

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## 2. EDUCATIONAL GOALS

Using your career interests to guide you, educational goals for what you want to do after high school can be explored using the following postsecondary pathway links.

- ▶ 4-Year Colleges in PA state: <http://www.collegecalc.org/colleges/pennsylvania/four-year/>
- ▶ 2-year Community in PA state: <https://www.usnews.com/education/community-colleges/pennsylvania>
- ▶ 4-Year and 2-Year Colleges (Out of state/Private)
  - College Board's Big Future: <https://bigfuture.collegeboard.org/>
  - Peterson's College Information Guide: <https://www.petersons.com/college-search.aspx#/sweeps-modal>
- ▶ Trade and Technical schools in PA state: <https://www.trade-schools.net/locations/pennsylvania-schools-directory.asp>
- ▶ Apprenticeship Programs: <http://careertrainingbase.com/apprenticeship-programs/pennsylvania/>
- ▶ Military Training: <http://todaysmilitary.com/>
- ▶ Career Cruising: <https://public.careercruising.com/en/>

**MY EDUCATIONAL GOAL(S):**

**9<sup>th</sup> & 10<sup>th</sup> Grade:**

Academic (9-12) Goal	
Post-Secondary Goal	
Career Goal	

**11<sup>th</sup> Grade:**

Academic (9-12) Goal	
Post-Secondary Goal	
Career Goal	

**12<sup>th</sup> Grade:**

Academic (9-12) Goal	
Post-Secondary Goal	
Career Goal	

**Career Enrichment Goals (expand on the goal that fits you best):**

- Vo-Tech
- Job Shadow
- Co-op
- Job

## HOW WILL I GET THERE

### 3. MY 4-YEAR COURSE PLANNER

**Credits Prior to 9<sup>th</sup> Grade:**

Course:	Credit:
Type of Credit used for Graduation Plan:	

Grade 9	
Courses	Credits
English	1
Physical Science	1
US History	1
Math:	1
Phys Ed	.25
Health	.5
TOTAL	

**Reflect:**

- Academic strengths this year:
- What I want to do differently for next year:

Grade 10		
Courses Planned	Actual Courses	Credits
English		1
Math:		1
Government		1
Science:		
Phys Ed		.25
TOTAL		

**Reflect:**

- Academic strengths this year:
- What I want to do differently for next year:

Grade 11		
Courses Planned	Actual Courses	Credits
English		1
Math:		1
W. Cultures		1
Science:		
Phys Ed		.25
TOTAL		

**Reflect:**

- Academic strengths this year:
- What I want to do differently for next year:

Grade 12		
Courses Planned	Actual Courses	Credits
English		1
Math:		1
Soc/Econ		1
Phys Ed		.25
TOTAL		

**Academic Enrichment Goals: (expand on the goal that fits you best)**

- College prep courses
- Accelerated courses
- AP courses
- College Within the High School
- College Pathways

# MY PERSONALIZED PATHWAY REQUIREMENT WORKSHEET

## Definition of Personalize Pathway

- ▶ A sequence of courses, chosen by you, that prepare you to meet your graduation requirements and specific post-high school career or educational goals.
- ▶ Created in collaboration between you, your parent/guardian, and school counselor, advisor, or teacher.
- ▶ \*An additional 1 Fine Arts and 2 World Language courses are required, unless replaced by "Personalized Pathway" courses you choose in your 4-year course plan based on your career interest and educational goals.

**1. How does my career interest connect with the courses I am taking or plan to take?**

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**2. How do the courses I am taking or plan to take connect with my career pathway or college major?**

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**3. What are the steps I need to take to reach my postsecondary plan successfully?**

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**4. Who will I work with about my goals, plan and course choices and what is my timeline for making a decision about my plan to graduate on time and my postsecondary aspirations?**

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**5. What if I change my mind along the way? Who will I talk with about revising my plan?**

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## MY ASSESSMENTS, RESULTS, AND DUAL CREDIT

<b>REQUIRED</b>	
<b>State Assessment</b>	<b>My Scores/Results</b>
<input type="checkbox"/> PSSA	
<input type="checkbox"/> English Language Arts (ELA)	
<input type="checkbox"/> Math	
<input type="checkbox"/> Science	
<input type="checkbox"/> Keystone - Algebra	
<input type="checkbox"/> Keystone - Literature	
<input type="checkbox"/> Keystone - Biology	
<input type="checkbox"/> Alternatives – Specify:	
<b>OPTIONAL</b>	
<b>Career and College Readiness Assessments</b>	<b>My Combined Scores</b>
<input type="checkbox"/> PSAT Reading _____ Math _____	
<input type="checkbox"/> SAT Reading _____ Math _____ Writing _____	
<input type="checkbox"/> ACT Reading _____ Math _____ Writing _____ Soc Sci _____	
<input type="checkbox"/> ASVAB	
<input type="checkbox"/> College Placement Tests	
<input type="checkbox"/> Other _____	
<input type="checkbox"/> Other _____	
<b>Dual Credit Course Exams for College Credit</b>	<b>My Score, Credit and/or Grade</b>
<input type="checkbox"/> Advanced Placement (AP)	
<b>Dual Credit Courses for College Credit</b>	
<input type="checkbox"/> College Within the High School	
<input type="checkbox"/> OTHER	
<input type="checkbox"/> OTHER	
<b>BCAVTS</b>	<b>My Score, Credential and/or Credit</b>
<input type="checkbox"/> NOCTI	
<input type="checkbox"/> Industry Credential	
<input type="checkbox"/> Credits through Articulation Agreement	



## MY TRANSCRIPT AND PROGRESS REVIEW

You are required to review your grades/transcript and progress toward identified goals, and make revisions as necessary for changing interests, goals, and needs.

Transcript and Progress Review with my School Counselor/Advisor

Date: \_\_\_\_\_

### 4. RESUME OR ACTIVITY LOG

Your High School & Beyond Plan must include a completed résumé by the end of 12th Grade. A **résumé or activity log** is a good way to introduce yourself. You will usually need one if you are applying for a job, an internship, or scholarship, and one may be needed for a college application. A résumé or activity log summarizes who you are including, but not limited to your experience, what you can do, and your unique skills, talents, and leadership and/or athletic abilities.

### CREATING A RESUME OR ACTIVITY LOG

A good résumé or activity log has four parts:

- ▶ **Contact information.** The top of your résumé or activity log should include your contact information. This information is often centered on the page. You might want to include your name in a larger point size or in bold so that it stands out. Make your résumé or activity log easy to read by using lots of white space and a font or point size that is larger than 11 point. Make sure your font is sans serif for better readability. Your contact information should include:
  - Name
  - Address (optional)
  - Phone number
  - E-mail address
  
- ▶ **Objective.** Why do you want a job? Why do you want to attend a postsecondary institution or be granted a scholarship? Your objective is a short statement, usually just one or two sentences.
  
- ▶ **Skills and Strengths.** In this section list your skills, interests and abilities. Even if you have never held a paid job before, you have skills. What are they? Maybe you have tutored younger students or know how to develop a web site. Maybe you have run for office at school or organized a school event. When you write about your skills and strengths:
  - Use short points rather than complete sentences. (*Example: Organized fundraiser for storm victims*)
  - Use action words. (*Examples: Led, organized, managed, designed, developed*)
  - Use soft skills to describe your strengths (*Examples: Friendly, communication skills, punctual, teamwork building, adaptability, problem solving skills, responsible, reliable*)
  - Use numbers and percentages to quantify your accomplishments. (*Example: Organized fundraiser for earthquake victims that raised \$5,000*)
  - Mention your technical or computer skills. (*Proficient with Microsoft Office and Adobe Flash*)
  
- ▶ **Experience.** In this section, list your paid jobs, volunteer activities, and extracurricular activities, especially if these activities show your leadership, skills and/or dedication. Describe each briefly. You can also list awards or other recognitions you have received.

## MY RESUME OR ACTIVITY LOG

You can use this guide to take notes and track information that can be used for your résumé or activity log.

**Contact Information:** (Make sure your list a number at which you can be reaches and your email is professional.)

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**Objective:** (If you are applying for a job, describe why you want the job, and what you hope to learn. If you are not applying for a job right now, write that you want to put your skills to work in the community. If you are using your activity log for writing a personal statement for a college or scholarship application, more details about your leadership roles, goals, or special circumstances are needed ):

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**Skills and Strengths:** (Remember, short points using action words. You should also list any Career and Technical courses, certifications, college credit, and pre-apprenticeship certifications.)

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**Experience:** (Show your positions/titles, main responsibilities or things you did in the position, work or volunteer experience, and list your accomplishments in any school or community based groups you've joined)

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**Activities/Athletics, Leadership Roles, Talents, Awards, Community Service:** (Describe your positions and list your accomplishments in the groups you've joined.)

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## 5. ADDITIONAL REQUIREMENTS FOR STUDENTS WHO HAVE NOT MET STANDARD ON THE STATE ASSESSMENT BEFORE 11<sup>TH</sup> GRADE

Interventions, supports, or specific courses designed to assist you meet high school graduation standards and requirements must be rigorous and consistent with educational and career goals from your 10-YEAR PLAN and **may** include:

- ▣ Priority for course selection or schedule changes
- ▣ Counseling for “on track” on-time graduation plan
- ▣ Academic interventions with frequent progress checks
- ▣ School counseling connection for social/emotional supports
- ▣ Dual credit course
- ▣ Career and technical equivalency course
- ▣ Local school district determined courses with qualifying assessments
- ▣ Credit recovery course
- ▣ Remedial course
- ▣ Tutoring/Mentoring
- ▣ Parent/guardian/teacher/counselor conference
- ▣ Attendance contract
- ▣ Extended school day opportunity
- ▣ Summer school
- ▣ Other \_\_\_\_\_
- ▣ Other \_\_\_\_\_
- ▣ Other \_\_\_\_\_

MY INTERVENTIONS:

Chosen Strategy:	Timeline:	Result:

MY ACADEMIC SUPPORTS:

Chosen Strategy:	Timeline:	Result:

<b>Chosen Strategy:</b>	<b>Timeline:</b>	<b>Result:</b>

Parent/Guardian Signature: (optional) \_\_\_\_\_ Date: \_\_\_\_\_

**12. Career and Technical Center Strategy:**

Career and Technical Center Strategies

District: KARNs CITY AREA

**Student Awareness:**

Grade	Intervention/ Program Events	Stakeholder Delivering	Data Used Success Indicator	Begin & End	Contact Person
3 <sup>rd</sup> -6 <sup>th</sup>	Vo-Tech Fair	Students			M. Hogan/S. Kelly
6 <sup>th</sup>	Site tour	Counselor	6 <sup>th</sup> Grade Interview		M. Creel/M. Hogan/S. Burke
9 <sup>th</sup>	Site tour	Counselor			S. Kelly/ T.Gall-Ruggiero
10 <sup>th</sup>	Site tour	Counselor			S. Kelly/ T.Gall-Ruggiero
8 <sup>th</sup> -11 <sup>th</sup>	Scheduling Presentations	Spring	Counselor	Course Selections	L. Loheyde/S. Kelly

**Parent Awareness:**

Intervention/ Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
Open House	Fall	Counselor	Parent Feedback	S. Kelly/T.Gall-Ruggiero
Elementary Vo-Tech Fair	TBD	Counselor	Parent Feedback	M. Creel/M. Hogan
Curriculum Guides	Spring	Counselor	Course Selections	L. Loheyde/S. Kelly

**Educator Awareness:**

Intervention/ Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
6 <sup>th</sup> , 9 <sup>th</sup> , & 10 <sup>th</sup> Grade Tours	Fall/Winter	Counselor	Teacher Feedback	M. Creel/M. Hogan/L. Loheyde/S. Kelly
Elementary Vo-Tech Fair	TBD	Counselor	Teacher Feedback	M. Creel/M. Hogan/L. Loheyde/S. Kelly

14. **Job Descriptions-** Attach any job descriptions that your district has developed of all counselors at all levels.



## **KARNS CITY AREA SCHOOL DISTRICT JOB DESCRIPTION School Counselor**

**IMMEDIATE SUPERVISOR** Building Principal

### **GENERAL DUTIES**

The School Counselor should support and educate elementary and high school students through an ASCA aligned comprehensive and developmental counseling program. Serve in the capacity as the facilitator for the attaining of students' academic or career goals, and assist in developing social and mental capacity. Enable district students to become mature and well-functioning adults.

### **ESSENTIAL REQUIREMENTS**

- A. Possession of an MA degree; guidance counseling credentials is a must
- B. Ability to communicate efficiently and effectively, with credibility and confidence, in written and oral media
- C. All required clearances as per current law
- D. Self-motivated and resource savvy, with the ability to take a project from start to finish and delegate tasks as necessary
- E. Demonstrates accuracy and attention to detail
- F. Detailed knowledge of computer systems and Microsoft Office and Google software
- G. Ability to work in a diverse team environment; skilled at positive conflict resolution
- H. Ability to effectively work and communicate with parents and school personnel from diverse cultures or backgrounds
- I. Maintain integrity of confidential information relating to students, staff, or district patrons
- J. Ability to work harmoniously with others

### **ESSENTIAL RESPONSIBILITIES**

- A. Developing and implementing an all-encompassing educational and counseling plan
- B. Listen to students' concerns about academic, emotional, or social problems

- C. Fostering equal opportunity practices and encouraging students' association
- D. Paying attention to cultural or societal differences in dealing with the students
- E. Conduct group or individual counseling sessions to assist students with problems or concerns
- F. Mediate conflict between students and teachers
- G. Assess students' attributes (KSAOs) and help them realize their strengths
- H. Evaluate the progress of students and reinforce the sense of accomplishment
- I. Identify behavioral problems or at-risk students and act appropriately
- J. Cooperate with parents and teachers as well as other interested parties
- K. Complete assessments and tests, analyze results and provide feedback
- L. Study and update student records
- M. Prepare and present reviews on progress
- N. Assist with college applications, jobs, and scholarships
- O. Assist students in scheduling classes that will help them achieve their goals and best suit their skill set
- P. Facilitate drug and alcohol prevention programs
- Q. Other duties as assigned

**PHYSICAL REQUIREMENTS FOR ESSENTIAL RESPONSIBILITIES**

In an 8-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)      O – Occasionally (.5 – 2.5 hrs per day)      F – Frequently (2.5 – 5.5 hrs per day)      C – Continually (5.5 – 8 hrs per day)      NA – Not Applicable

<b>Physical Requirements</b>	<b>NA</b>	<b>R</b>	<b>O</b>	<b>F</b>	<b>C</b>
Sitting					<b>X</b>
Stationary Standing			<b>X</b>		
Walking (level surface)				<b>X</b>	
Walking (uneven surface)			<b>X</b>		
Crawling			<b>X</b>		
Crouching (bend at knees)			<b>X</b>		
Stooping (bend at waist)			<b>X</b>		
Twisting (knees/waist/neck)				<b>X</b>	
Turn/pivot				<b>X</b>	
Climbing (stairs)				<b>X</b>	
Climbing (ladder)			<b>X</b>		
Reaching overhead				<b>X</b>	
Reaching extension				<b>X</b>	
Repetitive use arms				<b>X</b>	
Repetitive use wrists				<b>X</b>	
Repetitive use hands grasping				<b>X</b>	
Repetitive use hands squeezing				<b>X</b>	
Fine manipulation				<b>X</b>	
Using foot control			<b>X</b>		

*Pushing/Pulling Maximum weight: <b>40</b> lbs.			<b>X</b>		
*Lifting/Carrying Maximum weight: <b>40</b> lbs.			<b>X</b>		

\*Identify items typically moved: Records, files, equipment, furniture and supplies

Other requirements:

- Ability to quickly and repetitively alternate from one physical requirement to another physical requirement within the work environment
- Ability to freely maneuver in and around your work area
- Ability to effectively communicate with others
- Ability to consistently meet the physical requirements throughout the workday
- Tolerance to chemicals, dust, substances and other products or bi-products used in or generated by the operations of the School District

### **WORK PLACE EXPECTATIONS**

- A. Work effectively with and respond to people from diverse cultures or backgrounds
- B. Demonstrate professionalism and appropriate judgment in behavior, speech, and dress in a neat, clean, and appropriate professional manner for the assignment and work setting
- C. Have regular and punctual attendance
- D. Confer regularly with immediate supervisor
- E. Follow all District policies, work procedures, and reasonable requests by proper authority
- F. Maintain the integrity of confidential information relating to students, staff, or District patrons
- G. Perform assigned job responsibilities free of error in a timely, efficient and professional manner
- H. Refrain from engaging in conduct that interferes with the efficient and proper operation of the School District
- I. Refrain from publicly disclosing information obtained during the course of employment and/or the performance of job responsibilities without the prior written authorization of the Superintendent
- J. Comply with federal and state laws applicable to job responsibilities and employment with the Karns City Area School District



**EMPLOYEE STATEMENT**

“I have reviewed the above position description and understand its contents”

“I am aware that my position description may be revised or updated at any time and once notified of changes, I remain responsible for knowledge of its contents”

“I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodation(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s)”

Employee Name (print) Date

Employee Signature Date