

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 (ASCA recommended 250:1):

- Marci Creel, Karns City Elementary 281:1
- Melissa Hogan, Karns City Elementary 361:1
- John Bowser, Karns City Jr./Sr. High School 346:1
- Ally Voltz, Karns City Jr./Sr. High School 326:1

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 collaboration with other school personnel, parents, the business/community and postsecondary resources.

3. School-Counseling Department Philosophy

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

As counselors, we function in a number of different capacities including counselor, consultant, educator, coordinator 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 collaboration with teachers and administrators through faculty and department meetings. We will work in conjunction with outside agencies, such as local businesses and manufacturing facilities to arrange site visits, job shadowing opportunities, and cooperative job agreements. As counselors, we will work in partnership with parents and community members through parent/teacher meetings, involvement with extracurricular activities, and 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.

4. 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 will see how math connects to the world around them by being introduced to a different career in every chapter and learn about how people use math in their jobs through the Math & You curriculum.
- **Career:** By the end of 3rd grade, all students will be able to identify 3 personal interests and 1 non-interest as a result of Smart Futures/Everfi/classroom guidance lessons.
- **Social/Emotional:** By the end of 3rd grade, all students will be able to identify 3 strengths and 1 challenge as a result of Positive Action/PBIS Lessons/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:** Through the Math & You curriculum, students will see how math connects to the world around them and learn about how people use math in their daily lives.
- **Career:** Through Smart Futures and classroom guidance activities, all students - by the end of 5th grade - will be able to identify 3 careers that match their interests and aptitudes.
- **Social/Emotional:** Through Positive Action, PBIS and classroom guidance activities, all students - by the end of 5th grade - will be able to identify 3 character traits necessary for future success as individuals/citizens.

Program Goals 7-8:

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

- **Academic:** All students will be able to analyze the impact of school subjects, extracurricular activities, and community involvement on career planning. All students will also be able to analyze economic factors impacting economic employment opportunities i.e competition, geographic location, global influences, job growth/opening.
- **Career:** To explore career awareness through Smart Futures interest inventory, career research, and the relationship of career pathways to academic/elective courses. Students will complete a career research paper.
- * **Career/Social/Emotional:** To implement an Elective Fair. The design of this event will be to help students in grades 7 & 8 have a better understanding of the elective courses, clubs, and organizations available to them as they enter high school. For this event we will have various upperclassmen represent their clubs and organizations and teachers of elective courses will be in attendance too. This event will take place in the gymnasium, each 7th and 8th grade student will have an allotted amount of time to walk around the event.
- Social/Emotional:** All 7th 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.

Program Goals 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.

Financial Literacy is a one-semester course that facilitates career awareness and preparation for the student. This course allows for students to have a better understanding of the following topics, budgeting, saving money, credit management, investing, understanding loans, and interest rates. After completing this course students will be able to make better financial decisions when it comes to student loans, and avoiding debt, how to manage their credit score, and how to afford a mortgage. Starting in the 2026-27 school year, all students will be required to complete this course in order to meet their graduation requirements. Students in grades 10-12 are eligible to take this course.

- **Career:** All students grades 10-12 will attend the college and career fair. They will be able to identify 3 colleges/companies that they learned about, along with a brief summary of their experience.
- **Social/Emotional:** Peer leaders will attend regular meetings, leadership retreat, and trainings. 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.

5. 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
Students	<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 affect their postsecondary and career options. By exploring and developing a career identity from kindergarten through the 12th 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. 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>
Parents	<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>
Educators	<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>
Business/Community	<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. 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>
<p><i>Post-secondary</i></p>	<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.

6. 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.

7. 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. Accumulating 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 February 12th, 2025.

Students: Mason Bell, Haylee Hogan, Nathan Hess, Aubrey Price, Jessica Rodgers, Trinity McFarland

Parents: *Melissa Hogan, *Dan Weidenhof, *Jenna Rupert, *Kate Dagnal, *April Christy.

Counselors: John Bowser, Melissa Hogan, Marci Creel, Ally Riley

Staff: Roberta Fox, Kelly Hilliard, Trish Olkowski, Brenda Knoll, Michael Stimac

School board representatives:

Business leaders: *Jeff Hogan (Penn State EPIS), Liz Werner (Werner Outfitters), Dan Weidenhof (The Coffee Shoppe), Jenna Rupert (Buechele's Funeral Home), Melissa Cushey (Oberg), Kristen Bastaja (Penn United), Ann Tyger (Tri County WIB), Kate and Margie Dagnal (Goose Creek Gardens)

Post-secondary: James Frank (Butler County Community College)

Educators: April Christy, Roberta Fox, John Burnett, Marnice Liput

*Indicates multiple-roles within the Advisory Council.

First Meeting February 12, 2025: Click the link to access notes. [Feb. 12, 2025 Advisory Council Meeting Notes](#)

8. Program Calendar:

Elementary Monthly Counseling Duties

Yearly Duties (every month)		
Academic	Career	Social
<ul style="list-style-type: none"> Math & You Curriculum MTSS Meetings IEP Meetings Parent Communication Student Observations Staff Meetings Professional Development Records management 	<ul style="list-style-type: none"> Smart Futures Math & You Curriculum Guest Speakers 	<ul style="list-style-type: none"> Positive Action Curriculum Groups Student Assistance Program PBIS Team Individual Counseling Crisis Intervention Parent Communication

August		
Academic	Career	Social
<ul style="list-style-type: none"> Kindergarten Camp Kindergarten Orientation Student Scheduling Professional Development 	<ul style="list-style-type: none"> Planning 	<ul style="list-style-type: none"> Kindergarten Camp Kindergarten Orientation New Student Orientation
September		

Academic	Career	Social
<ul style="list-style-type: none"> • Open House • AIMSweb Assessment • Rock Your School Day • DARE (Grade 5) 	<ul style="list-style-type: none"> • Rock Your School Day • DARE (Grade 5) 	<ul style="list-style-type: none"> • PBIS Expectation Lessons • DARE (Grade 5)
October		
Academic	Career	Social
<ul style="list-style-type: none"> • Mid-terms • OLSAT • Red Ribbon Week • DARE (Grade 5) • Too Good For Drugs(Grade 6) 	<ul style="list-style-type: none"> • Red Ribbon Week • DARE(Grade 5) • Too Good For Drugs (Grade 6) 	<ul style="list-style-type: none"> • Red Ribbon Week • DARE (Grade 5) • Too Good For Drugs (Grade 6)
November		
Academic	Career	Social
<ul style="list-style-type: none"> • Report Cards • Parent/Teacher Conferences • Election Day • Veteran's Day Program • DARE (Grade 5) • Too Good For Drugs (Grade 6) 	<ul style="list-style-type: none"> • Election Day • Veteran's Day Program • DARE (Grade 5) • Too Good For Drugs (Grade 6) 	<ul style="list-style-type: none"> • Election Day • DARE (Grade 5) • Too Good For Drugs (Grade 6)
December		
Academic	Career	Social
<ul style="list-style-type: none"> • Mid-terms • Too Good For Drugs (Grade 6) • Too Good For Drugs (Grade 4) • Holiday Concert/Art Displays 	<ul style="list-style-type: none"> • Too Good For Drugs (Grade 6) • Too Good For Drugs (Grade 4) • Holiday Concert/Art Displays 	<ul style="list-style-type: none"> • Too Good For Drugs (Grade 6) • Too Good For Drugs (Grade 4)
January		
Academic	Career	Social
<ul style="list-style-type: none"> • Report Cards • AIMSweb Assessment • Too Good For Drugs (Grade 4) 	<ul style="list-style-type: none"> • Too Good For Drugs (Grade 4) 	<ul style="list-style-type: none"> • PBIS Expectation Lessons • Too Good For Drugs (Grade 4)
February		
Academic	Career	Social

<ul style="list-style-type: none"> • Mid-terms • Too Good For Drugs (Grade 4) 	<ul style="list-style-type: none"> • Too Good For Drugs Grade 4) • Job Shadow Day 	<ul style="list-style-type: none"> • Kindness Week • Too Good For Drugs (Grade 4)
March		
Academic	Career	Social
<ul style="list-style-type: none"> • Report Cards • Kindergarten Registration • Too Good For Drugs (Grade 4) • KCHS Scheduling (Grade 6) 	<ul style="list-style-type: none"> • Too Good For Drugs (Grade 4) • KCHS Scheduling (Grade 6) 	<ul style="list-style-type: none"> • Kindergarten Welcome • Too Good For Drugs (Grade 4) • KCHS Scheduling (Grade 6)
April		
Academic	Career	Social
<ul style="list-style-type: none"> • Spelling Bee • PSSA 	<ul style="list-style-type: none"> • CEW Benchmarks 	<ul style="list-style-type: none"> • CEW Benchmarks
May		
Academic	Career	Social
<ul style="list-style-type: none"> • Mid-terms • Grade 6 Visit to KCHS 	<ul style="list-style-type: none"> • Grade 6 Visit to KCHS 	<ul style="list-style-type: none"> • Grade 6 Visit to KCHS
June		
Academic	Career	Social
<ul style="list-style-type: none"> • Report Cards 		<ul style="list-style-type: none"> • Fun Day • Luau

Jr./Sr. High School Monthly Counseling Duties

Key: *Jr. High* *Sr. High*

Yearly Duties (every month)		
Academic	Career	Social
<ul style="list-style-type: none"> • IEP Meetings • 504 Meetings • Transition Meetings 	<ul style="list-style-type: none"> • School Wide Career Theme • Individual Student Planning • Smart Futures Lessons 	<ul style="list-style-type: none"> • SAP meetings twice a week • Individual Counseling • Peer Mediation

<ul style="list-style-type: none"> ● Parent Communication ● Student Observations ● Guidance/Admin weekly meetings ● Monthly Department Meetings ● Quarterly Guidance Department Meeting ● Sharing Scholarship Information with students 	<ul style="list-style-type: none"> ● Letters of recommendation ● Sending Transcripts to colleges/universities 	<ul style="list-style-type: none"> ● Crisis Intervention ● Agency Collaboration ● Parent Communication ● Monthly Guidance Newsletter ● Senior and Student of the Month ● Casenotes and other documentation
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August		
Academic	Career	Social
<ul style="list-style-type: none"> ● 7th Grade New Student Orientation ● Schedule Creation (all summer) ● Building Tours for new students ● In-service days prior to first day of school ● Schedule Changes 		<ul style="list-style-type: none"> ● Meet with students for peer leadership program ● Transition group
September		
Academic	Career	Social
<ul style="list-style-type: none"> ● Schedule Changes ● Open House ● Class Meetings ● Clubs and Organization Fair 	<ul style="list-style-type: none"> ● Attend College and Career Fair ● ASVAB Administration 	<ul style="list-style-type: none"> ● 7th/8th Grade Day ● Transition Group
October		
Academic	Career	Social
<ul style="list-style-type: none"> ● PSAT Administration ● Financial Aid/FAFSA Completion Night 	<ul style="list-style-type: none"> ● ASVAB Score Review ● College Fair ● 9th Grade vo-tech tours 	<ul style="list-style-type: none"> ● Peer Leadership Retreat ● Red Ribbon Week Guest Speaker and Activities ● Highmark Caring Place Summit
November		
Academic	Career	Social
<ul style="list-style-type: none"> ● Report Cards for Q1 <ul style="list-style-type: none"> ○ Troubleshoot ○ Distribute 	<ul style="list-style-type: none"> ● Junior/Senior Interviews ● Career Fair ● SAT offered at Karns City 	<ul style="list-style-type: none"> ● Children's Grief Awareness Day Activities ● Cyberbully lesson with 9th

<ul style="list-style-type: none"> Enter KC Cyber grades in Infinite Campus Parent/Teacher Conferences 		grade Health Class
December		
Academic	Career	Social
<ul style="list-style-type: none"> Review and send out curriculum guides for upcoming school year to staff for edits 	<ul style="list-style-type: none"> Junior/Senior Interviews 	<ul style="list-style-type: none"> 12 Days of Kindness Activity Meet with students to send Reach and Rise referrals Butler County Counselors Association Meeting
January		
Academic	Career	Social
<ul style="list-style-type: none"> Report Cards for Q2 <ul style="list-style-type: none"> Troubleshoot Distribute Enter KC Cyber grades in Infinite Campus Academic Failure meetings Review Curriculum guides for board approval Revise pre-scheduling sheets and presentation Collaborate with teachers on dates for scheduling meetings Prepare Infinite Campus for course requests Awards Ceremony 	<ul style="list-style-type: none"> Attend the National College Fair ASVAB Exam 	<ul style="list-style-type: none"> Highmark Caring Place Grief Support Group
February		
Academic	Career	Social
	<ul style="list-style-type: none"> Junior/Senior Interviews 8th grade Interviews 	<ul style="list-style-type: none"> Reach and Rise groups start Random Acts of Kindness Day Highmark Caring Place Grief Support Group Start Girl Empowerment Group
March		
Academic	Career	Social
<ul style="list-style-type: none"> Report Cards for Q3 <ul style="list-style-type: none"> Troubleshoot Distribute 	<ul style="list-style-type: none"> SAT offered at Karns City 	<ul style="list-style-type: none"> Highmark Caring Place Grief Support Group Girl Empowerment Group

<ul style="list-style-type: none"> • Enter KC Cyber grades in Infinite Campus • Scheduling Presentations • Elective Fair • Scheduling in Infinite Campus 		
April		
Academic	Career	Social
<ul style="list-style-type: none"> • Collaborate with 6th grade teachers on Orleans Hannah algebra readiness test • Visit Karns City Elementary with building principal to give scheduling presentations to 6th grade students 	<ul style="list-style-type: none"> • Juniors and Seniors tour BC3 	<ul style="list-style-type: none"> • Financial Literacy Month • Highmark Caring Place Grief Support Group • Girl Empowerment Group • Cyberbully lesson with 9th grade Health Class
May		
Academic	Career	Social
<ul style="list-style-type: none"> • Report Cards for Q4 <ul style="list-style-type: none"> ○ Troubleshoot ○ Distribute • Enter KC Cyber grades in Infinite Campus • OLSAT test for 7th grade 	<ul style="list-style-type: none"> • Career Day (every other year depending on school theme) 	<ul style="list-style-type: none"> • Move-up day for incoming 7th grade students
June		
Academic	Career	Social
<ul style="list-style-type: none"> • Review Student Transcripts • Send home failure letters/credit recovery options letter 		

9. Program Delivery:

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

<p>Guidance Curriculum</p> <p><i>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</i></p>	<p>Prevention, Intervention, & Responsive Services</p> <p><i>Addresses school and student needs.</i></p>	<p>Individual Student Planning</p> <p><i>Assists students and parents in development of academic and career plans.</i></p>	<p>System Support</p> <p><i>Includes program, staff, and school support activities and services.</i></p>
<p><u>Purpose:</u></p> <p><i>Student awareness, skill development, and application of skills needed to achieve academically and be career and college ready by graduation.</i></p>	<p><u>Purpose:</u></p> <p><i>Prevention, intervention, and responsive services to groups and/or individuals.</i></p>	<p><u>Purpose:</u></p> <p><i>Individual student academic and occupational planning, decision making, goal setting, and preparing for academic transitions.</i></p>	<p><u>Purpose:</u></p> <p><i>Program delivery and support.</i></p>
<p><u>Academic</u></p> <ul style="list-style-type: none"> ● Kindergarten orientation ● New student orientation ● Classroom lessons on school success strategies (time management, organization, goal setting) ● Classroom lessons on decision making/problem solving, self-advocacy ● Administration of group ability testing ● Classroom lessons on study skills ● 6th to 7th grade transition activities 	<p><u>Academic</u></p> <ul style="list-style-type: none"> ● ESAP meetings ● MTSS coordination meetings ● Transition meetings ● Individual counseling ● Gifted referrals ● Observations 	<p><u>Academic</u></p> <ul style="list-style-type: none"> ● Kindergarten screening ● Individual counseling (grades, study skills, school anxiety, organization skills, time on tasks behavior, etc.) ● Tutoring based on needs 	<p><u>Academic:</u></p> <ul style="list-style-type: none"> ● Attend district guidance meetings ● Staff collaboration ● Update student data/schedules ● Standardized testing prep ● Midterm reports ● Report cards/honor roll ● Review of aptitude testing data ● Calculate 6th grade GPAs ● Prepare tentative budget ● Preparation and administration of PSSAs ● 6th to 7th grade placement ● Input SAP data entry

			<ul style="list-style-type: none"> Spelling bee Finishing out current and planning out upcoming school year
<p>Career</p> <ul style="list-style-type: none"> Classroom lessons Everfi Smart Futures 	<p>Career</p>	<p>Career</p> <ul style="list-style-type: none"> BCAVT info for 6th Grade 	<p>Career</p> <ul style="list-style-type: none"> Preparing lessons
<p>Personal/Social</p> <ul style="list-style-type: none"> Assist with 7th and 8th grade days Classroom lessons 	<p>Personal/Social</p> <ul style="list-style-type: none"> PBIS Crisis counseling Classroom lessons New student support Individual counseling Group counseling 	<p>Personal/Social</p>	<p>Personal/Social</p> <ul style="list-style-type: none"> Parent communication Open House Preparation for drug and alcohol prevention week activities Prepare student awards Attend student activities/assemblies
<p>Counselor Role</p> <ul style="list-style-type: none"> Guidance Curriculum Classroom or groups Consultation Communication with stakeholders 	<p>Counselor Role</p> <ul style="list-style-type: none"> Individual and small group counseling Consultation Referral Communication with stakeholders 	<p>Counselor Role</p> <ul style="list-style-type: none"> Assessment Planning Placement Consultation Communication 	<p>Counselor Role</p> <ul style="list-style-type: none"> Develop and manage program Coordination Collaboration Consultations Communication
<p>Percentage of Time</p> <p>15%</p>	<p>Percentage of Time</p> <p>50%</p>	<p>Percentage of Time</p> <p>5%</p>	<p>Percentage of Time</p> <p>30%</p>

Karns City Area School District Grades 7-12

Guidance Curriculum	Prevention, Intervention, & Responsive Services	Individual Student Planning	System Support
<i>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</i>	<i>Addresses school and student needs.</i>	<i>Assists students and parents in development of academic and career plans.</i>	<i>Includes program, staff, and school support activities and services.</i>
<u>Purpose:</u>	<u>Purpose:</u>	<u>Purpose:</u>	<u>Purpose:</u>
<i>Student awareness, skill development, and application of skills needed to achieve academically and be career and college ready by graduation.</i>	<i>Prevention, intervention, and responsive services to groups and/or individuals.</i>	<i>Individual student academic and occupational planning, decision making, goal setting, and preparing for academic transitions.</i>	<i>Program delivery and support.</i>
<p style="text-align: center;"><u>Academic</u></p> <ul style="list-style-type: none"> ● 7th grade/new student orientation ● Scheduling presentations with students grades 7-11 ● Schedule presentations with students in 6th grade ● Course requests ● OLSAT testing for 7th grade ● 7th grade math placement ● 6th grade move-up day ● Class meetings 	<p style="text-align: center;"><u>Academic</u></p> <ul style="list-style-type: none"> ● Building tours for new students ● Determine possible KC cyber placements ● Student observations ● SAP meetings ● Progress monitoring ● IEP meetings ● 504 meetings ● Transition meetings ● Academic failure/attendance intervention meetings 	<p style="text-align: center;"><u>Academic</u></p> <ul style="list-style-type: none"> ● Incoming/returning student enrollment, schedule creation ● Graduation plan completion ● Transfer grades for students 	<p style="text-align: center;"><u>Academic:</u></p> <ul style="list-style-type: none"> ● Attend district guidance meetings ● Attend department meetings ● Schedule changes ● Troubleshooting scheduling conflicts ● Parent communication ● In-service days prior to the school year ● Special education collaboration ● Set up Infinite Campus course requests ● Open house ● Determine accuracy of report cards ● Troubleshoot report cards/grade issues

			<ul style="list-style-type: none"> • Distribute report cards • Create course request list for department review • Collaborate with elementary guidance; incoming 7th graders • Meet with teachers and department heads regarding curriculum changes • Edit curriculum guides for following year • Failure letters • Promotion/retention list • Monitor summer school courses/grades • Revision and submission of curriculum guides for board approval • Communicating with MIU4 regarding printing guides • Creation of pre-scheduling sheets and presentations • Create master schedule • Create student schedule • Review Keystone Exam scores and make schedule adjustments
<p style="text-align: center;"><u>Career</u></p> <ul style="list-style-type: none"> • Butler County Area Vocational-Technical School tour with 9th grade class • Smart Futures Lessons with 	<p style="text-align: center;"><u>Career</u></p> <ul style="list-style-type: none"> • Career Assessments on Smart Futures 	<p style="text-align: center;"><u>Career</u></p> <ul style="list-style-type: none"> • Individual student planning • Individual counseling in regards to future career plans 	<p style="text-align: center;"><u>Career</u></p> <ul style="list-style-type: none"> • Scholarships • Sending transcripts to colleges, universities, NCAA, and other institutions

<p>grades 7-12</p>		<ul style="list-style-type: none"> ● Student site visits to local businesses ● College fair at David L. Lawrence Convention Center ● Special education transition meetings ● Secondary school reports ● Letters of recommendation ● Junior interviews ● Senior Interviews ● ASVAB score review ● Scholarships ● College and Career Fair ● College and Career Fair Survey ● PSAT testing (10th & 11th grade students) 	<ul style="list-style-type: none"> ● Review and updates scholarships and guidance website
<p><u>Personal/Social</u></p> <ul style="list-style-type: none"> ● 7th and 8th grade days 	<p><u>Personal/Social</u></p> <ul style="list-style-type: none"> ● Parent communication ● Meet new 7th graders ● Tours for students ● Individual counseling ● Group counseling ● Crisis intervention ● SAP meetings ● Peer leadership trip ● Self-harm assessment and safety contracts 	<p><u>Personal/Social</u></p> <ul style="list-style-type: none"> ● Butler County Youth Leadership ● Rotary Youth Leadership Academy ● Extreme Leadership 	<p><u>Personal/Social</u></p> <ul style="list-style-type: none"> ● Agency collaboration ● Writing casenotes
<p><u>Counselor Role</u></p> <ul style="list-style-type: none"> ● Guidance Curriculum ● Classroom or groups ● Consultation 	<p><u>Counselor Role</u></p> <ul style="list-style-type: none"> ● Individual and small group counseling ● Consultation ● Referral 	<p><u>Counselor Role</u></p> <ul style="list-style-type: none"> ● Assessment ● Planning ● Placement ● Consultation 	<p><u>Counselor Role</u></p> <ul style="list-style-type: none"> ● Develop and manage program ● Coordination ● Develop partnerships and foster relationships ● Consultations

<u>Percentage of Time</u> 10%	<u>Percentage of Time</u> 40%	<u>Percentage of Time</u> 20%	<u>Percentage of Time</u> 30%
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10. Curriculum Action Plan

Smart Futures is in the process of being implemented in K-12. Lessons from the Smart Futures Curriculum will be assigned and implemented by the 25-26 school year. The curriculum action plan will be updated to reflect the finalization of this. The ELA curriculum at the elementary level K-6 is also being replaced. When a new series is chosen, Journeys items will change to reflect the compatible lessons.

Karns City School Elementary School 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 ASCA Standards: 13.3.3(A) 13.3.3(A,B) 13.3.3(C)	N/A	K	N/A	90	KCAES	N/A	Craig, Dupe, Salerno, Stewart
N/A	Exploring interests and hobbies ASCA Standards: 13.1.3(A) 13.1.3(C)	Kid writing	K	Aug-June	90	KCAES	Teachers observation, individual conferences	Craig, Dupe, Salerno, Stewart
Unit 1- Journeys	Identifying family roles and responsibilities ASCA Standards: 13.1.3(A) 13.1.3(C)	What Makes a Family?	K	Sept.	90	KCAES	Teachers observation, individual conferences	Craig, Dupe, Salerno, Stewart
Unit 1: Lesson 4 Journeys	Identifying the range of jobs in the community ASCA Standards: 13.1.3(A) 13.1.3(C)	Everybody Works	K	October	90	KCAES	Teachers observation, individual conferences	Craig, Dupe, Salerno, Stewart
Unit 1: Lesson 4 Journeys	Describing types of work performed by teachers and community members ASCA Standards: 13.1.3 (A) 13.1.3(C)	Fire Dept Visit Ambulance Visit Bank Visit	K	April	90	KCAES	Teachers observation, individual conferences	Craig, Dupe, Salerno, Stewart

Unit 1: Lesson 4 Journeys	Exploring differences in types of training needed for careers ASCA Standards: 13.1.3(A) 13.1.3(C)	Everybody Works	K	October	90	KCAES	Teachers observation, individual conferences	Craig, Dupe, Salerno, Stewart
Voice sentence Fluency	Identifying speaking and listening techniques ASCA Standards: 13.2.3 (A) 13.2.3(D)	Kid writing: Trait Crate	K	Aug-June	90	KCAES	Teacher observation, individual conferences	Craig, Dupe, Salerno, Stewart
Dear Mr. Blueberry	Composing a personal letter ASCA Standards: 13.2.3(A) 13.2.3(D)	Kid writing: Letter to Santa	K	December	90	KCAES	Teacher observation, individual conferences	Craig, Dupe, Salerno, Stewart
What do you want to be when you grow up?	Discussing the value of making a plan for the future ASCA Standards: 13.2.3(A) 13.2.3(D)	Kid writing	K	November	90	KCAES	Teacher observation, individual conferences	Craig, Dupe, Salerno, Stewart

Unit 1 Lesson 1	Relating the importance of different workplace skills ASCA Standards: 13.2.3(A) 13.2.3(D)	Building with Dad	K	September	90	KCAES	Teachers observation, individual conferences	Craig, Dupe, Salerno, Stewart
Learning Centers	Understanding cooperative participation in a group setting ASCA Standards: 13.3.3 (A) 13.3.3(A,B) 13.3.3(C)	Manipulatives	K	Aug-June	90	KCAES	Teachers observation, individual conferences	Craig, Dupe, Salerno, Stewart
4 B's	Understanding group interaction vocabulary ASCA Standards: 13.3.3(A) 13.3.3(A,B) 13.3.3(C)	N/A	K	Aug-June	90	KCAES	Teachers observation, individual conferences	Craig, Dupe, Salerno, Stewart
Bank Visit	Explaining the value of different monetary units ASCA Standards: 13.3.3(A) 13.3.3(A,B) 13.3.3(C)	Manipulatives	K	Math-end of the year	90	KCAES	Teachers observation, individual conferences	Craig, Dupe, Salerno, Stewart
Houghton Mifflin	Discussing scheduling time (At home and at school) ASCA Standards: 13.3.3(A) 13.3.3(A,B) 13.3.3(C)	N/A	K	Math-end of the year	90	KCAES	Teachers observation, individual conferences	Craig, Dupe, Salerno, Stewart
N/A	Identifying speaking listening techniques ASCA Standards: 13.2.3(A) 13.2.3(D)	N/A	K	N/A	90	KCAES	N/A	Craig, Dupe, Salerno, Stewart
My speciality writing	Exploring interests and hobbies ASCA Standards: 13.1.3(A's) 13.1.3(A,B) 13.1.3(C) 13.1.3(D) 13.1.3(E)	N/A	2	February	90	KCAES	Informal Rubric	Ferguson, Perry, Smith, Wagner
Community Helpers Unit	Identifying the range of jobs in the community and describing types of work performed by teachers and community members ASCA Standards: 13.1.3(A) 13.1.3(A,B) 13.1.3(C) 13.1.3(D) 13.1.3(E)	Journeys	2	October	90	KCAES	Weekly Tests	Ferguson, Perry, Smith, Wagner
Friendly Letter	Composing a personal letter ASCA Standards: 13.2.3(A) 13.2.3(C) 13.2.3(D)	N/A	2	April	90	KCAES	Informal Rubric	Ferguson, Perry, Smith, Wagner
Occurs Daily	Understanding cooperative participation in a group setting. ASCA Standards: 13.3.3(A,B) 13.3.3(A) 13.3.3(C) 13.3.3(D)	Reading and Math	2	ongoing	90	KCAES	Observation	Ferguson, Perry, Smith, Wagner
Ch. 7 (Math)	Explaining the different monetary Units ASCA Standards: 13.3.3(A,B) 13.3.3(A) 13.3.3(C) 13.3.3(D)	Go Math tools	2	Feb/March	90	KCAES	Ch. 7 test	Ferguson, Perry, Smith, Wagner

My Family	Identifying how roles vary across family, friends and community. ASCA Standards: 13.3.3(A,B) 13.3.3(A) 13.3.3(C) 13.3.3(D)	Journeys Books	2	September	90	KCAES	Weekly Tests	Ferguson, Perry, Smith, Wagner
The Sigma Kers Assistant	Understanding the concept of Career Readiness, discussing characters traits of successful entrepreneurs, describing age	Journeys Books	2	March	90	KCAES	Weekly Tests	Ferguson, Perry, Smith, Wagner

	appropriate business ideas. ASCA Standards: 13.4.3							
N/A	Exploring interests and hobbies ASCA Standards: 13.1.3(A) 13.1.3(F,G)	N/A	3	Aug/Sept	91	KCAES	Interest study	McCall, McMillen, Rice, Wilson
Thomas Edison +Yonder	Identifying speaking and listening techniques ASCA Standards: 13.2.3(A) 13.2.3(D) 13.2.3(B)	Research and slideshow	3	Dec and Feb	91	KCAES	N/A	McCall, McMillen, Rice, Wilson
Daily 5	Identifying positive work habits (at home and at school) ASCA Standards: 13.3.3(A,B) 13.3.3(C)	N/A	3	All year	91	KCAES	Goal Setting	McCall, McMillen, Rice, Wilson
N/A	Understanding cooperative participation in a group setting ASCA Standards: 13.3.3(A,B) 13.3.3(C)	N/A	3	All Year	91	KCAES	Small group work, research and level readers	McCall, McMillen, Rice, Wilson
N/A	Understanding group interaction vocabulary ASCA Standards: 13.3.3(A,B) 13.3.3(C)	N/A	3	All Year	91	KCAES	Small group work, research and level readers	McCall, McMillen, Rice, Wilson
N/A	Identifying speaking techniques and listening techniques ASCA Standards: 13.2.3	Listening Center	3	All year	91	KCAES	Daily Five checklists and observations	McCall, McMillen, Rice, Wilson
English	Composing a personal letter. ASCA Standards:13.2.3	Leveled Readers	3	All year	91	KCAES	Writing Portfolio	McCall, McMillen, Rice, Wilson
N/A	Discussing the value of making a plan for the future ASCA standards: 13.2.3	N/A	3	N/A	91	KCAES	Class Activities	McCall, McMillen, Rice, Wilson
Every Subject	Identifying positive work habits (at home and at school), understanding cooperative participation in a group setting, understanding group interaction vocabulary ASCA Standard: 13.3.3	N/A	3	N/A	91	KCAES	Turning in assignments, studying for tests, having materials, respecting each other, 4 B lessons	McCall, McMillen, Rice, Wilson
Math	Explaining the value of different monetary units ASCA Standards: 13.3.3	Measurements	3	N/A	91	KCAES	N/A	McCall, Rice
Every Subject	Discussing scheduling time(at home and at school) ASCA Standards: 13.3.3	N/A	3	N/A	91	KCAES	Discussing how to study for tests with family, friends, community	McCall, McMillen, Rice, Wilson
Every Subject	Understanding the importance of life long learning ASCA Standards: 13.3.3	Guest Speakers	3	N/A	91	KCAES	N/A	McCall, McMillen, Rice, Wilson
Math	Understanding the concept of Career Readiness ASCA Standards: 13.4.3	Stock market lesson	3	N/A	91	KCAES	N/A	McCall, Rice
N/A	Exploring differences in types of training needed for careers ASCA Standards: 13.4.3	Warren Buffett video series for kids on YouTube	3	N/A	91	KCAES	N/A	McCall, McMillen, Rice, Wilson

Responsible Money Choices	Learning/discussing budgeting concept ASCA Standard: 13.3.5(D)	Students learn about the concepts of financial responsibility and practice strategies acquiring financial information and making responsible financial decisions.	4	Feb-May	90	KCAES	Spending and savings simulation around responsible choices, planning and goal-setting. Pre/Post module knowledge assessment	Everfi
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Income and Careers	Learning/discussing budgeting concept ASCA Standard: 13.3.5(D)	Students learn about how people acquire income, build careers and responsibly pay taxes to the government.	4	Feb-May	90	KCAES	Matching exercise aligning a character's talents and interests to the appropriate career. Pre/Post module knowledge assessment.	Everfi
Making Plans with Money	Learning/discussing budgeting concept ASCA Standard: 13.3.5(D)	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	90	KCAES	Organize characters budgets into needs versus wants. Pre/Post module knowledge assessment.	Everfi
Credit Borrowing	Learning/discussing budgeting concept ASCA Standard: 13.3.5(D)	Students learn about the basics of credit, the obligation that comes with borrowing money and the importance of borrowing money responsibly.	4	Feb-May	90	KCAES	Quiz show around the role of credit and borrowing and responsibility lending decisions. Pre/Post test module knowledge assessment	Everfi
Insurance and Safety	Discussing group interaction strategies. ASCA Standards: 13.3.5	Students learn about strategies for managing personal and household risks and the role of health insurance.	4	Feb-May	90	KCAES	Interactive game identifying and removing risks in simulated environments. Pre/Post test module knowledge assessment	Everfi
Savings and Investing	Learning/discussing budgeting concept ASCA Standard: 13.3.5(D)	Students learn methods and strategies to save and invest money	4	Feb-May	90	KCAES	Interactive game helping characters cut their expenses and save for long term goals. Pre/Post test module knowledge assessment	Everfi
Various	Practicing speaking/listening techniques in conversation ASCA Standard: 13.2.5(A)	ELA	5	Various	92	KCAES	This is a component of our essay presentations	Kemmer, Seidler, Schnell, M. Twentier

Various	Relating the importance of working cooperatively with others. ASCA Standards: 13.3.5(B) 13.3.5(C) 13.3.5(E)	All Subjects	5	Various	92	KCAES	Informal	Kemmer, Seidler, Schnell, M. Twentier
Various	Discussing group interaction strategies. ASCA Standards: 13.3.5(B) 13.3.5(C) 13.3.5(E)	All Subjects	5	Various	92	KCAES	Informal	Kemmer, Seidler, Schnell, M. Twentier
5th Grade Career Classroom Lesson: Aptitudes, Interests, and Careers	Identifying the components of a career plan. ASCA Standard: 13.1.5(A) 13.1.5(H)	5th grade career guidance worksheet	5	March-April	92	KCAES	Career Worksheet	Creel
5th Grade Self Assessment	Completing self-assessments (interests, aptitudes, personality, etc.) ASCA Standard: 13.1.8	PA Career Zone Assess Yourself	5	Jan	92	KCAES	Print out	
5th Grade Slideshow Presentation	Use research and information resources to obtain career information ACSA Standard: 13.1.5	Google slides Technology careers	5	Feb	92	KCAES	Slideshow	Masilela
Scheduling Presentations	Analyzing the impact of school subjects, extracurricular activities, and community involvement on career planning. ASCA Standard: 13.1.8(H)	Scheduling Presentation. Student Scheduling forms	6	March	98	KCAES	Completed Schedule Forms	Riley
N/A	Practicing speaking/listening techniques in conversation ASCA Standard: 13.2.8	N/A	6	N/A	98	KCAES	N/A	Hebenthal, Jones, King, T. Twentier
N/A	Relating the importance of working cooperatively with others. ASCA Standards: 13.3.11	N/A	6	N/A	98	KCAES	N/A	Hebenthal, Jones, King, T. Twentier

Karns City School Jr. Sr. High School Curriculum for Chapter 339

Lesson Content/ Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Target Group Grade	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Contact Person
7th Grade Orientation	Understanding the importance of team work and each members role. ASCA Standard: 13.3.8(B) 13.3.8(C)	Updated schedules, orientation presentation, school map, locks.	7	August	100	KC	Q&A	Riley
7th Grade Day	Understanding the importance of team work and each members role. ASCA Standard: 13.3.8(B) 13.3.8(C)	N/A	7	September	100	KC	Exit Tickets	Riley
Career Clusters Theme	Analyzing economic factors impacting economic employment opportunities i.e competition, geographic location, global influences, job growth/opening. ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G) Reviewing career options based on assessments. ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G)	Powerpoint presentations as whole group, mini classroom follow up lessons, worksheets, surveys	7	September-May (every other school year)	100	KC	Monthly Worksheet uploaded to Smart Futures	Riley
Career Day	Reviewing career options based on assessments. ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G)	Guest speakers from all the career clusters	7	May (every other school year)	100	KC	Exit Ticket	Riley
Scheduling Presentations	Analyzing the impact of school subjects, extracurricular activities, and community involvement on career planning. ASCA Standard: 13.1.8(H)	Scheduling Presentation. Student Scheduling forms	7	March	100	KC	Completed Scheduling Forms	Riley
Discovering More About You Theme	Completing Self Assessments (Interests, aptitudes, personality etc.) ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G) Reviewing career options based on assessments.	Smart Futures, Powerpoints, online assessments	7	September-May (every other school year)	100	KC	Smart Futures Reflections and Artifact Uploads	Riley

	<p>ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G) Learning/practicing conflict resolution skills</p> <p>ASCA Standards: 13.3.8(B) 13.3.8(C) 13.3.8(E)</p>							
8th Grade Day	<p>Understanding the importance of team work and each member's role.</p> <p>ASCA Standard: 13.3.8(B) 13.3.8(C)</p>	N/A	8	September	100	KC	Exit Tickets	Riley
Career Clusters Theme	<p>Analyzing economic factors impacting economic employment opportunities i.e competition, geographic location, global influences, job growth/opening.</p> <p>ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G)</p> <p>Reviewing career options based on assessments.</p> <p>ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G)</p>	Powerpoint presentations as whole group, mini classroom follow up lessons, worksheets, surveys	8	September-May (every other school year)	100	KC	Monthly Worksheet uploaded to Smart Futures	Riley
Career Day	<p>Reviewing career options based on assessments.</p> <p>ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G)</p>	Guest speakers from all the career clusters	8	May (every other school year)	100	KC	Exit Ticket	Riley
Scheduling Presentations	<p>Analyzing the impact of school subjects, extracurricular activities, and community involvement on career planning.</p> <p>ASCA Standard: 13.1.8(H)</p>	Scheduling Presentation. Student Scheduling forms	8	March	100	KC	Completed Scheduling Forms	Riley
Discovering More About You Theme	<p>Completing Self Assessments (Interests, aptitudes, personality etc.)</p> <p>ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G)</p> <p>Reviewing career options based on assessments.</p> <p>ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G)</p> <p>Learning/practicing conflict resolution skills</p> <p>ASCA Standards: 13.3.8(B) 13.3.8(C) 13.3.8(E)</p>	Smart Futures, Powerpoints, online assessments	8	September-May (every other school year)	100	KC	Smart Futures Reflections and Artifact Uploads	Riley

Decade Research	Understanding the importance of teamwork and each member's role. ASCA Standards: 13.1.8 (A,B) 13.1.8 (D) 13.1.8 (G) 13.2.8 (B) 13.3.8 (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 ASCA Standards: 13.1.8(E) 13.1.8(H)	How did jobs grow?	8	March	100	KC	Project; essay	Jacob Bishop
Forming a Nations	Understanding budgets and pay statements ASCA Standards: 13.3.8(B) 13.3.8(C) 13.3.8(E)	Early economics and study to US. Debt Clock	8	N/A	100	KC	N/A	Jacob Bishop
President Presentations	Learning/practicing conflict resolution skills ASCA Standards: 13.3.8(B) 13.3.8(C) 13.3.8(E)	Powerpoint, memorize lines	8	N/A	100	KC	Students critique themselves	Jacob Bishop
On-Site Vo-tech Visit	Explaining the connection between training programs and job opportunities. ASCA Standards: 13.1.11	Butler Vo-Tech	9	November	100	KC	Smart Futures Artifact Upload	Riley/Bowser
Scheduling Presentations	Analyzing the impact of school subjects, extracurricular activities, and community involvement on career planning. ASCA Standard: 13.1.8(H)	Scheduling Presentation. Student Scheduling forms	9	March	100	KC	Completed Scheduling Forms	Riley
group work throughout each unit	Understanding the importance of teamwork and each member's role ASCA Standard: 13.3.8	Theme worksheets, conflict, poetry	9	Throughout the year	100	KC	Assignments: finding evidence in a text, writing	Cori Fletcher
Practiced but not in any particular	Evaluating time-management strategies effective for home and work. ASCA Standards:	N/A	10	N/A	100	KC	N/A	Christopher Bellis
ASVAB Career Exploration Program	Gaining knowledge and exploring secondary and post secondary career training programs.	ASVAB Career Exploration Test	10	Winter/ Spring	100	KC	ASVAB	Bowser

	ASCA Standard: 13.1.11(B)							
Scheduling Presentations	Analyzing the impact of school subjects, extracurricular activities, and community involvement on career planning. ASCA Standard: 13.1.8(H)	Scheduling Presentation. Student Scheduling forms	10	March	100	KC	Completed Scheduling Forms	Bowser
ASVAB	Reviewing career options based on assessments. ASCA Standards: 13.1.11(E)	ASVAB Test	10	Winter/ Spring	100	KC	ASVAB	Bowser
Career Research	Developing career acquisition documents ASCA Standards: 13.2.11(A) 13.2.11(C)	Career Research Website	10	Fall	100	KCHS		Slaughenhoup
PSAT	Reviewing college and career options based on the results of the PSAT. ASCA Standards: 13.1.11(E)	PSAT	10/11	Fall	100	KCHS	PSAT	Bowser
College and Career Fair	Students meet with local businesses, colleges, and military recruiters. Then they review and discuss what they have gathered from both the College and Career Fairs	College and Career Fair	10-12	Fall/Winter	350	KCHS	College and Career Fair	Bowser
Tour of Manufacturing Companies (Brayman Construction, Oberg Industries, Penn United)	Students have the opportunity to tour local manufacturing companies. During these tours students gain first hand knowledge about these companies, and learn about not only employment opportunities at these companies, but also discover the various apprenticeship and internship opportunities these companies offer.	Tour of Local Manufacturing Companies (Brayman, Oberg, Penn United)	10-12	Fall/Winter	100	KCHS	Tour of Local Manufacturing Companies	Bowser
Tour of Local Technical College (New Castle School of Trades, Rosedale Technical College)	Students have the opportunity to take a tour of local technical schools. This allow students to have a better understanding of what these schools can offer, and the types of employment opportunities that are created by attending these colleges.	Tour of Local Technical College (New Castle School of Trades, Rosedale Technical College)	10-12	Fall/ Winter	100	KCHS	Tour of Local Manufacturing Companies	

Sports Health	Students have the opportunity to shadow a medical professional and earn a maximum of 15 hours, which can be counted towards the 30 hour observation requirement for the course	Job Shadow	10-12	Aug-June	25	KCHS	Sports Health	Burnett
National College Fair (Pittsburgh)	Reviewing and discussing students post-secondary decisions after attending the National College Fair	National College Fair (Pittsburgh)	11	Winter	100	KCHS	National College Fair	Bowser
Scheduling Presentations	Analyzing the impact of school subjects, extracurricular activities, and community involvement on career planning. ASCA Standard: 13.1.8(H)	Scheduling Presentation. Student Scheduling forms	11	March	100	KC	Completed Scheduling Forms	Bowser
Junior Interviews	Reviewing annual career portfolio contents for personal career decision-making. ASCA Standards: 13.2.11	Interview Questions	11	February	100	KC	Completed Interview	Bowser
Interview Tips	Naming, speaking and listening skills needed for job interview ASCA Standards: 13.2.8	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. ASCA Standards: 13.1.11	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. ASCA Standards: 13.1.11	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. ASCA Standards: 13.1.11	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. ASCA Standards: 13.3.11	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. ASCA Standards: 13.3.11	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. ASCA Standards: 13.3.11	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 annual career portfolio contents for personal career decision-making. ASCA Standards: 13.2.11	Interview Questions	12		100	KC	Completed Interview	Bowser
Senior Research Project	Naming, speaking and listening skills needed for job interview ASCA Standards: 13.2.11(A) 13.2.11(C)	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 ASCA Standards: 13.2.11(A) 13.2.11(C)	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 ASCA Standards: 13.3.11(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 ASCA Standards: 13.1.11(B,C)	College brochures and websites	12	Through out 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 ASCA Standard: 13.1.11(D) 13.1.11(E) 13.1.11(F) 13.1.11(G,H)	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) ASCA Standards: 13.3.11(A) 13.3.11(B) 13.3.11(C) 13.3.11(D)	economic systems group project	12	Sept.	100	KC	Economic systems rubric	Tyrel McFarland

	13.3.11(E) 13.3.11(F) 13.3.11(G)							
Unit 4 Ch. 10	Developing a personal budget connected to career choice i.e. gross pay, savings, taxes, charitable contributions 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)	Personal financial worksheet	12	Nov.	100	KC	Worksheets	Tyrel McFarland
Unit 7 Ch. 17	Understanding life long learning and its impact on keeping a job and being advanced to new positions 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)	Unit 7 Packet	12	Dec.	100	KC	Unit 7 packet	Tyrel McFarland
Occupational Education	Students explore going to college and different college degrees.	N/A	9-12	August-June	100	KCHS		Mark Frazer
Occupational Education	Students explore each branch of the armed services	N/A	9-12	Aug-June	100	KCHS		Mark Frazer
Occupational Education	Students explore different jobs they can obtain through vocational training	N/A	9-12	Aug-June	100	KCHS		Mark Frazer
Occupational Education	Students fill out a job application, create a resume, and a letter of interest	N/A	9-12	Aug-June	100	KCHS		Mark Frazer
Occupational Education	Students will complete an interview with Mrs. Jamison, Mrs. Knoll, and Dr. Stimac	N/A	9-12	Aug-June	100	KCHS		Mark Frazer
Transition Process	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)	N/A	6-12	N/A	105	KC	Transition Process	Special Ed. Dept
Grade Level Meetings	Understanding the importance of team work and each members role. ASCA Standard: 13.3.8(B) 13.3.8(C)	Policy and procedures	7-12	August	700	KC	Q&A	Stimac/Knoll
N/A	Completing Self Assessments (Interests, aptitudes, personality, etc.) ASCA Standards: 13.2.8(E) 13.3.8(B)	N/A	7-12	Aug-Jun	60	KC	Self-assess our performance	Amanda Walters
N/A	Determining	N/A	7-12	Aug-Jun	60	KC	We develop skills	Amanda

	personal attitudes and work habits for keeping a job and advancing ASCA Standards: 13.2.8(E), 13.3.8(B)						such as teamwork on daily basis	Walters
N/A	Understanding the importance of teamwork and each member's role. ASCA Standards: 13.2.8(E) 13.3.8(B)	N/A	7-12	Aug-Jun	60	KC	N/A	Amanda Walters
N/A	Completing self-assessments (interests, aptitudes, personality, etc.) ASCA Standard: 13.1.11(A) 13.2.11(A) 13.2.11(E) 13.3.11(A) 13.3.11(B)	N/A	7-12	Aug-Jun	60	KC	Everyday we assess	Amanda Walters
Discussion with students prior to scheduling	Reviewing and revising the 7th 12th course selection plan ASCA Standards: 13.1.8(D) 13.1.8(H) Gifted	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 ASCA Standards: 13.3.8 (B)	"Organization," "Contribution," and "Leadership"	7-12	Aug-June	700	KC	Group score, rubric, and self assessment	Stimac/Knoll
Daily lessons	Learning/practicing time management strategies for home and work ASCA Standards: 13.3.8(B)	Various for assignments	7-12	Aug-June	700	KC	Group score, rubric, and self assessment	Stimac/Knoll
Daily Direction	Evaluating time-management strategies effective for home and work. ASCA Standards: 13.3.11	Homework Board, agenda, google docs	7-12	Aug-June	700	KC	Varies for assignment	Stimac/Knoll
Gifted IEP Writing	Completing self-assessments (interests, aptitudes, personality etc.) ASCA Standards: 13.1.11	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) ASCA Standards: 13.3.11(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 ASCA Standard: 13.1.11	Careers in Biology	10-12	Aug/Sept./Feb	75	KC	Quiz; lab practical	Erin Futscher

11. Organizing Career/Postsecondary Resources:

Organizing Career Resources

Resource Types	List Resources
Organizations/Agencies	<ul style="list-style-type: none"> • Tri-County WIB • Career T.R.A.C.K. • OVR • MIU4
Intermediary Organizations	
Umbrella Organizations	<ul style="list-style-type: none"> • United Way • KC CTC • East Brady & Petrolia Valley Ministerium
Community/State Agencies	<ul style="list-style-type: none"> • Pennsylvania Department of Education (PDE) – Academic Standards for Career Education and Work • Career Link • Junior Achievement
Networking Opportunities	<ul style="list-style-type: none"> • Taylor Ruggiero, Regina Hiler, Stacie Burke – BCAVTS Butler County Vocational Technical School • Ann Tyger– Tri-County WIB: Tri County WIB • James Frank– BC3 BC3 Admissions • BC3 College Now Program • BC3 College Within The High School Program • Scott Covert – Penn United Penn United Technologies • Renee Buckley – U.S. Navy Recruiter • Melissa Cushey- Oberg Industries Oberg Industries • Kristen Bastaja- Penn United • Wayne Reid Brayman Construction • Doug Nelson Rosedale Technical College • Michael Flynn New Castle School of Trades
Individual Contacts	
Community/Business Meetings	<ul style="list-style-type: none"> • BCCA
Community Events	<ul style="list-style-type: none"> • Financial Aid Night • Junior Jump Start • FAFSA Completion Night • Butler Co. College/Career Fair • NACAC National College Fair – Pittsburgh
Online/ Onland	<ul style="list-style-type: none"> • http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf • www.pacareerstandards.com • www.pacareerzone.com • www.acinet.org • www.onetcenter.org

Internet Based Links	<ul style="list-style-type: none"> • www.careerpath.com • www.everfi.com • smartfutures.org
Media/Advertising	<ul style="list-style-type: none"> · Kara Droney · Tyler Friel (WISR) · Eddie Trizzino (Butler Eagle)

Publications/Documents	<ul style="list-style-type: none"> • Smart Futures
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12. Individualized Academic/Career Plan

As part of Chapter 339, Karns City has developed a “My Pathway to Success.” The My Pathway to Success 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 **SmartFutures**, 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. 4th Grade:
 - a. Collage - All students will create a collage to introduce themselves to the 4th-6th Grade Counselor and to summarize who they are (interests/kills) and what their future career focus is.
2. 5th Grade:
 - b. All students will utilize Smart Futures to begin developing a digital portfolio recording knowledge acquired, skills developed and learning opportunities/experiences that they have had that are helping to form their career path/preparation.
3. 6th Grade:
 - a. PAYS – Students participate in the Pennsylvania Youth Survey. PAYS is a survey conducted by the Commonwealth to learn about student knowledge, attitude and experiences related to behaviors of risk such as tobacco, alcohol, drugs etc. The data collected allows schools and communities to make more informed decisions and work together to address the root causes of at-risk behaviors.
 - b. 6th Grade Scheduling – All students are engaged in the scheduling process. This includes an introduction to the junior high environment as well as terminology such as prerequisites, electives, eligibility etc.
 - c. 6th Grade Transition Day – All students attend a transition program at the high school to develop an understanding of the physical plan, behavioral expectations and answers to frequently asked questions.

This visit allows for time to meet key people, walk around the building, practice using locker locks and a time to talk with current students about their elementary to high school transition experiences.

4. 7th Grade:

- a. 7th Grade Orientation – All students attend an orientation day at the high school to review policy, procedures, expectations, etc.
- b. 7th Grade Class Meeting: Review of policy, procedures, and expectations in order to promote soft skills and character development.
- c. 7th Grade Day – All students participate in a variety of team building breakout sessions, small group problem-solving activities, and individual goal-setting.
- d. 7th 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 a worksheet to continue to set goals, develop career aspirations, post-secondary goals, and identify personal strengths, accomplishments, and improvement areas.

5. 8th Grade:

- a. 8th Grade Class Meeting: Review of policy, procedures, and expectations in order to promote soft skills and character development.
- b. 8th 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. 8th Grade Scheduling – All students engage in the scheduling process and are introduced to terms such as transcript, GPA, credits, class rank, etc.
- e. 8th 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 Pathway to Success” completion begins.

6. 9th Grade:

- a. 9th Grade Class Meeting: Review of policy, procedures, and expectations in order to promote soft skills and character development.
- b. BCAVTS Site Tour – All students will tour the BCAVTS.
- c. 9th 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. 9th Grade Scheduling – All students are engaged in the scheduling process in order to self-reflect on growth and progress.
- e. My Pathway to Success– All students will visit and update their My Pathway to Success.

7. 10th Grade:

- a. 10th Grade Class Meeting: Review of policy, procedures, and expectations in order to 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. My Pathway to Success– All students will visit and update their My Pathway to Success.

e. College and Career Fair – All students will attend the Pittsburgh National College Fair.

f. Career Readiness Required Course. All students in either 10th or 11th grade will take the Career Readiness class (or its equivalent) as a graduation requirement.

i. *Career Readiness is a one-semester course that facilitates career awareness and preparation for the student. This course allows for self-assessment opportunities, 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.*

8. 11th Grade:

a. 11th Grade Class Meeting: Review of policy, procedures, and expectations in order to 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. My Pathway to Success – All students will visit and update their My Pathway to Success.

d. Career Readiness Required Course. All students in either 10th or 11th grade will take the Career Readiness class (or it's equivalent) as a graduation requirement.

i. *Career Readiness is a one-semester course that facilitates career awareness and preparation for the student. This course allows for self-assessment opportunities, 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.*

9. 12th Grade:

a. 12th Grade Class Meeting: Review of policy, procedures, and expectations in order to 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. My Pathway to Success– All students will visit and update their My Pathway to Success. Students will complete a résumé and job shadow, co-op experience, work experience or Career Readiness 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 11th 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, Infinite Campus 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 (7th Grade Day, 8th 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 My Pathway to Success plan 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.



College and Career
Readiness

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

My Pathway to Success

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. My Pathway to Success 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 Pathway to Success

1. Identification of your **career goals** using a **career interest inventory**.
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**, **co-op experience**, **work experience** or **Career Readiness/Financial Literacy business plan review**.
7. If you have not met the 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 My Pathway to Success 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.

- ▶ Smart Futures: <https://www.smartfutures.org/>

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?

What type of education is required for this career?

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

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

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/>
- Smart Futures: <https://www.smartfutures.org/>

MY EDUCATIONAL GOAL(S): In accordance with this plan, starting in 9th grade and continuing through 12th grade students will be advised to follow our "Programs of Study." This document, created by the school counseling department, is designed to help high school students best determine the courses they need to take at KCHS, depending on their career aspirations, and pathway. The link below will direct you to our Programs of Study document.

[Programs of Study KCHS](#)

9th & 10th Grade:

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

11th Grade:

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

12th 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

HOW WILL I GET THERE

3. MY 4-YEAR COURSE PLANNER

Credits Prior to 9th 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	.5

Health	.5
Electives (at least 1.5 credits)	1.5
TOTAL	6.5

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:		1
Phys Ed		.5
Career Readiness/Financial Literacy		.5
Drivers Education		.5
Electives (at least 1 credit)		1
TOTAL		6.5

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:		1
Phys Ed		.5
Electives (at least 2 credits)		2
TOTAL		6.5

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		.5
Electives (at least 3 credits)		3
TOTAL		6.5

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.

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

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

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

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?

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

MY ASSESSMENTS, RESULTS, AND DUAL CREDIT

REQUIRED	
State Assessment	My Scores/Results
▮ PSSA	
▮▮ English Language Arts (ELA)	
▮▮ Math	
▮▮ Science	
▮ Keystone - Algebra	

▮ Keystone - Literature	
▮ Keystone - Biology	
▮ Alternatives – Specify:	
OPTIONAL	
Career and College Readiness Assessments	My Combined Scores
▮ PSAT Reading_____ Math_____	
ASVAB <input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
Dual Credit Course Exams for College Credit	My Score, Credit and/or Grade
<input type="text"/>	
Dual Credit Courses for College Credit	
<input type="text"/>	
▮ OTHER	
▮ OTHER	
BCAVTS	My Score, Credential and/or Credit
<input type="text"/>	

<input type="text"/>	
<input type="text"/>	

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 reached and your email is professional.)

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):

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.)

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)

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

5. ADDITIONAL REQUIREMENTS FOR STUDENTS WHO HAVE NOT MET STANDARD ON THE STATE ASSESSMENT BEFORE 11TH 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:

	-time graduation plan
	interventions with frequent progress checks

MY INTERVENTIONS:

Chosen Strategy:	Timeline:	Result:

MY ACADEMIC SUPPORTS:

Chosen Strategy:	Timeline:	Result:

Chosen Strategy:	Timeline:	Result:

Parent/Guardian Signature: (optional) _____ Date: _____

13. 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
3rd	Career Speakers	Community Members	Exit Ticket		Teachers
4th-6th	Career Speakers	Community Members	Exit Ticket		M. Creel
6 th	Vo-Tech Fair	Vo-Tech Staff KC Students	Student & Teacher Feedback		M. Creel/T. Gall-Ruggiero
9 th	Site tour	Counselor			J. Bowser/ A. Riley/T.Gall-Ruggiero
7 th -11 th	Scheduling Presentations	Spring	Counselor	Course Selections	A. Riley/J. Bowser

Parent Awareness:

Intervention/ Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
Open House	Fall	Counselor	Parent Feedback	J. Bowser/T.Gall-Ruggiero
Curriculum Guides	Spring	Counselor	Course Selections	A. Riley/J. Bowser

Educator Awareness:

Intervention/ Program Events	Date	Stakeholder Delivering	Data Used Success Indicator	Contact Person
9th Grade Tours	Fall/Winter	Counselor	Teacher Feedback	A. Riley/J. Bowser
Elementary Vo-Tech Fair	Spring	Vo-Tech Staff KC Students	Student & Teacher Feedback	M. Creel/T. Gall-Ruggiero

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

Physical Requirements	NA		RO F		C
Sitting					X
Stationary Standing		X			
Walking (level surface)				X	
Walking (uneven surface)		X			
Crawling		X			
Crouching (bend at knees)		X			
Stooping (bend at waist)		X			
Twisting (knees/waist/neck)			X		
Turn/pivot			X		
Climbing (stairs)			X		
Climbing (ladder)		X			
Reaching overhead			X		
Reaching extension			X		
Repetitive use arms				X	
Repetitive use wrists				X	
Repetitive use hands grasping			X		

Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control		X			

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

*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