

K-12 School Guidance Plan

February 14th 2025

Freedom Area School District



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A. Counselor Related Items of the Plan 1-3

1. School Counselors and Assignments

Counselor's Name	Building	Ratio
School Counseling Department		
Mr. Christopher Bennett	Freedom Area High School	375:2
Ms. Hope Bennett	Freedom Area High School	375:2
Ms. Susan Suleski	Freedom Area Middle School	364:1
Mr. Randal Perkins	Freedom Area Elementary School	429:1
Career Readiness Coordinator		
Mr. Ronald Kelm	Freedom Area School District	1168:1
Prevention Network Services		
Mrs. Barbara Martz*	Freedom Area High School	375:1
Mrs. Stephanie Stewart*	Freedom Area Middle School	364.1
Mrs. Jennifer Henderson*	Freedom Area Elementary School	429.1

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

2. Role of the School Counselor: ASCA

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

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

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

		to Encourage Success and Awareness of Student's Post-secondary Goals; Uses Various Data to help Make Better Decisions in Program Planning, Career Readiness Coordinator to facilitate programs and career readiness experiences, along with developing career readiness skills.
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3. Job Description linked to the Counselor Evaluation Process

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

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

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

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

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

ELEMENTARY SCHOOL

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

				Counseling Department/ BCCA Meeting	
Social/Emotional:	Classroom Guidance	Individual/ Group Counseling		Plan/ coordinate Classroom Guidance schedule	Bus Duty
		Crisis Intervention			
		Collaboration with Educators			
		Parent Conferences			
OCTOBER					
Academic:		MTSS Meetings	Parent Conference Day	Act 80-Professional Development	
			Revise 504 Plan	SIS support	
			Service Agreement meetings		
Career:				County-Wide Professional Development	

Social/Emotional:	Red Ribbon Week; Classroom Guidance	Individual/ Group Counseling		Act 80-Professional Development	Bus Duty
		Crisis Intervention			
		Collaboration with Educators			
		Parent Conferences			
NOVEMBER					
Academic:			Report Cards	Act 80-Professional Development	
Career:				Act 80-Professional Development	
				School Counseling Department/ BCCA Meeting	
Social/Emotional:	Classroom	Individual/ Group		Act	Bus Duty

	Guidance	Counseling		80-Professional Development	
		Crisis Intervention		School Counseling Department/ BCCA Meeting	
		Collaboration with Educators			
		Parent Conferences			
		Inspired Hearts & Hands Facilitator			
DECEMBER					
Academic:		MTSS Meetings	Progress Reports		
Career:				School Counseling Department/ BCCA Meeting	
Social/Emotional:	Classroom Guidance	Individual/Group Counseling		School Counseling Department/	Bus Duty

				BCCA Meeting	
		Crisis Intervention			
		Collaboration with Educators			
		Parent Conferences			
JANUARY					
Academic:			Report Cards	Act 80-Professional Development	
			Distribute Service Agreement Monitoring forms	SIS support	
Career:				Act 80-Professional Development	
				School Counseling Department/ BCCA Meeting	
Social/Emotional:	Classroom Guidance	Individual/Group		Act 80-Profession	Bus Duty

		Counseling		al Development	
		Crisis Intervention		School Counseling Department/ BCCA Meeting	
		Collaboration with Educators			
		Parent Conferences			
FEBRUARY					
Academic:		MTSS Meetings	Progress Reports		PSSA Testing Coordinati on
Career:	Classroom Guidance			School Counseling Department/ BCCA Meeting	
Social/Emotional:		Individual/ Group Counseling		School Counseling Department/ BCCA Meeting	Bus Duty
		Crisis Intervention			

		Collaboration with Educators			
		Parent Conferences			
MARCH					
Academic:			Report Cards	In-service-Professional Development	PSSA Testing Coordination
			Kindergarten Registration	Master Schedule Consultation	
				SIS support	
				Advisory Council meeting	
Career:				In-service-Professional Development	
				Advisory Council meeting	
				School Counseling Department/BCCA Meeting	
Social/Emotional:	Classroom Guidance	Individual/Group Counseling		In-service-Professional Development	Bus Duty

		Crisis Intervention		School Counseling Department/ BCCA Meeting	
		Collaboration with Educators		Advisory Council meeting	
		Parent Conferences			
APRIL					
Academic:		MTSS Meetings	Progress Reports	Master Schedule Consultation	PSSA Testing Administration
Career:	Classroom Guidance in Consultation with Teachers				
Social/Emotional:		Individual/ Group Counseling			Bus Duty
		Crisis Intervention			
		Collaboration with Educators			

		Parent Conferences			
		Inspired Hearts & Hands Facilitator			
MAY					
Academic:	AR Assembly and President's Award for Achievement/Academic Excellence		Report Cards	Act 80-Professional Development	PSSA Testing Administration
				Master Schedule Consultation	
Career:				Act 80-Professional Development	
Social/Emotional:	Classroom Guidance	Individual/Group Counseling		Act 80-Professional	Bus Duty

				Development	
		Crisis Intervention			
		Collaboration with Educators			
		Parent Conferences			
	JUNE				
Academic:			Consult with Administration/ Communicate to Parents About Retention Cases	Inservice-Professional Development	
				Prepare transcripts for permanent record files	
				Master Schedule Consultation	
				SIS support	
Career:				Inservice-Professional Development	
Social/Emotional:		Individual/ Group		Inservice-Professional	Bus Duty

		Counseling; Crisis Intervention; Collaboration with Educators; Parent Conferences		Development	
		Inspired Hearts & Hands Facilitator			
	JULY				
Academic:			Academic Scheduling	Professional Development	
Career:				Professional Development	
Social/Emotional:				Professional Development	
				Review Class Rosters	
	AUGUST				
Academic:			Academic	Inservice-Prof	

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

ELEMENTARY SCHOOL

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career	System	System Support:
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			Counseling	Support; Counselor Related	Non-Coun selor Related
Academic:	Classroom Guidance	Parent Communication	Parent Conferences	Faculty Meeting	Class Coverage
		MTSS Meetings IEP Team Meetings	IEP Meetings	Student Information System Management	
		Individual Counseling	New/Student Scheduling and Orientation	School Counseling Department Meeting	
		Group Counseling	Service Agreement Case Management		
Career:	Classroom Guidance		Parent Conferences	School Counseling Department Meeting	PIMS Course Data Entry
				Faculty Meeting	
Social/Emotional:	Classroom Guidance	Parent Communication	Parent Conferences	Faculty Meeting	Bus Duty
		CPI Response Team and Debriefing Meetings		School Counseling Department Meeting	Assembly Coverage
		Crisis Counseling			

		SAP meeting			
		Individual Counseling			
		Group Counseling			
		Children and Youth Reporting			
		JAM #bethekindkid			

MIDDLE SCHOOL

Item Month/Domain/Item	Curriculum-(Tier 1)	Responsive-(Tier 2)	Individual Academic/ Career Counseling	System Support	Non-Counselor Related
SEPTEMBER					
Academic:	New student orientation and planning	Individual planning	Individual academic counseling	Scheduling SIS support	
Career:			Individual planning/ scheduling	Scheduling	
			Career Readiness Class		

Social/Emotional:	RC assembly and FOR training	Individual/group student counseling Crisis intervention	Individual planning/scheduling	RC planning SWIBIS	Intermittent lunch duty
OCTOBER					
Academic:	Classroom guidance	MTSS	Individual counseling	SIS grading	
Career:	Classroom guidance School connect/RC		Career Readiness Class		
Social/Emotional:	Classroom guidance School connect/RC Red Ribbon Week	Individual/group student counseling Crisis Intervention Collaboration/conferences with parents and faculty	Individual/group counseling	SWIBIS	Intermittent lunch duty

NOVEMBER					
Academic:		Individual counseling	Individual counseling	SIS support scheduling	
Career:	Classroom guidance School Connect/RC		Career Readiness Class		
Social/Emotional:	Classroom guidance School connect/RC	Individual/group student counseling Crisis Intervention Collaboration/conferences with parents and faculty	Individual/group counseling	SWIBIS	Intermittent lunch duty
DECEMBER					
Academic:	Classroom guidance School connect/RC	Parent/teacher collaboration conferences	Individual counseling	Scheduling SIS support	

Career:	Classroom guidance School Connect/RC		Career Readiness Class		
Social/Emotional:	Classroom guidance School Connect/RC	Individual/ group student counseling Crisis Intervention Collaboration/ conferences with parents and faculty	Individual and group counseling	SWIBIS	Intermittent lunch duty
JANUARY					
Academic:		Parent/teacher conferences	Individual counseling	Student information support grading	
Career:	Classroom guidance School Connect/RC		Career Readiness Class		

Social/Emotional:	Classroom guidance School Connect/RC	Individual/ group student counseling Crisis Intervention Collaboration/ conferences with parents and faculty	Individual and Group counseling	SWIBIS	Intermittent lunch duty
FEBRUARY					
Academic:		Individual counseling Parent conferences Teacher collaboration scheduling	Individual Counseling	SIS support Scheduling	
Career:	Classroom guidance GETGO/RC		Career Readiness Class		
Social/Emotional:	Classroom guidance School Connect/RC	Individual/ group student counseling Crisis Intervention Collaboration/	Individual and group counseling	SWIBIS	Intermittent lunch duty

	Camfel Assembly	conferences with parents and faculty			
MARCH					
Academic:		Parent teacher conferences	individual counseling	SIS support grading	
Career:	Classroom guidance School connect/RC	8 th grade HS scheduling Trades fieldtrip	Career Readiness Class		
Social/Emotional:	Classroom guidance School Connect/RC	Individual/ group student counseling Crisis Intervention Collaboration/ conferences with parents and faculty	Individual and group counseling	SIS support	Test prep Intermittent lunch duty
APRIL					

Academic:		Parent teacher conferences Teacher /admin collaboration	Individual counseling	SIS support	Test preparation Test coordination
Career:			Career Readiness Class		
Social/Emotional:		Individual/ group student counseling Crisis Intervention Collaboration/ conferences with parents and faculty			Intermittent lunch duty
MAY					
Academic:	Scheduling class meetings School Connect classroom guidance	Individual scheduling	Scheduling collab Admin special education	SIS support	Test prep and coordination

Academic:			scheduling		
Career:					
Social/Emotional:					
AUGUST					
Academic:			Scheduling collab special education 504 planning		
Career:					
Social/Emotional:			Orientation new students		

MIDDLE SCHOOL

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non-Counselor Related
Academic:	Classroom guidance lessons	Individual and small group counseling	Individual and Small Group Counseling	SIS scheduling grades planing	Testing preparation Testing coordination
		Collaboration with faculty community, liason, parents			
Career:	Naviance Classroom Guidance		Personal Interests/Strength assessments/ Refelections		
			Career Readiness Speakers, Visits, Programs		
Social/Emotional:		Individual /Group Counseling			
		Conflict resolution			
		SAP			
		CYF reporting			

Program Calendar and Delivery

Freedom Area High School

Grades 9-12 School Counseling Program

JULY

Academic 9-12:

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

Career 9-12:

JANUARY

Academic 9-12:

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

Career 9-12:

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

- Beaver County Job Training provides programs for specific students
 - Career Experiences(tours,field trips,speakers etc) based on students interests/skills on going
 - Meet with any students who expressed needs from Career Readiness Surveys and provide guidance/opportunities
-

Personal/Social 9-12:

Personal/Social 9-12:

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

AUGUST

FEBRUARY

Academic 9-12:

- Scheduling;
- 504 Plans;
- Early College
- Applications;
- Compose letters of recommendation
- Student tours of building

Academic 9-12:

- Continue preparation of scholarship updates
- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress
- Attend the Beaver County Counselor's Association meeting
- Update counseling resources including website
- Update state reporting for PIMS

- Attend and present at Freshman and New Student Orientation;
- Review Permanent Record Files
 - Prepare college meeting calendar
 - Update student profile
 - Update counseling resources including website
 - Update state reporting for PIMS
 - Enrollment of new students
 - Present and attend grade level assemblies

- Enrollment of new students
- Meet with students to review academic performance

Career 9-12:

- Professional Development
- Counseling related to student schedules

Career 9-12:

- Mini Job Fairs during lunches
- Coordinate with the BC-CTC on student progress
- Group meetings with 9th, 10th, 11th graders regarding scheduling
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students
 - Provide Career Experiences(tours,field trips,speakers etc) based on students interests/skills on going
 - Meet with any students who expressed needs from Career Readiness Surveys and provide guidance/opportunities

- Facilitate The Challenge Program events for career readiness

Personal/Social 9-12:

- Review Class Rosters
- Professional development

Personal/Social 9-12:

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

SEPTEMBER

MARCH

Academic 9-12:

- Scheduling;
- 504 Plans/meetings;
- Monitor 504 Plans/student progress
- Attend IEP/GIEP meetings
- Verify and check rosters for CCBC College in the high School
- Verify and check rosters for the Beaver County Career and Technology Center
- Early College applications

Academic 9-12:

- Organize letters and mail to parents in regards to CCBC College in the High School Fall courses
- SATs
- 504 Plans/meetings;
- Monitor 504 Plans/student progress
- Attend IEP/GIEP meetings
- Update counseling resources (college guides/books/website)
- Schedule professional development

- Group senior meetings for post-secondary goals
- College Applications;
- Compose letters of recommendation
- Review Permanent Record Files
- New Student Orientation;
 - Review and destruction of records
 - Preparation of non-school testing schedule
 - Update counseling resources (college guides/books/website)
 - Schedule professional development
 - Prepare college meeting calendar
 - Finalize school year schedules, including meeting with students for schedule changes prior to beginning of school year
 - Update school profile
 - Attend SAT/ACT regional meetings
 - Begin preparation of scholarship updates
 - New student enrollment
 - Attend the Beaver County Counselor's Association meeting
 - Attend PHEAA workshop
 - Prepare individual Guidance Planning packets

Career 9-12:

- Plan for Individual Guidance Plan meetings for senior students
- Coordinate with the BC-CTC regarding orientation process for the next school year.

- Continue to update monthly scholarships
- New student enrollment
- Attend the Beaver County Counselor's Association meeting
- Organize May Keystone testing
- Review graduation name list
- Receiving, organizing, and preparing scholarships
- Planning of AP exams
- Meet with students to review academic performance
- Review Budget

Career 9-12:

- Post-Secondary School Visits for sophomores
- Share information to students regarding Dual Enrollment for spring.
- Mini Job Fairs during lunches

- College Visits
- Share information to students regarding Dual Enrollment for spring.
- Coordinate with the BC-CTC on student progress
- 9-12th Grade Career Readiness Surveys focusing on students career interest areas
- In Class visits in 9th,10th,11th grades to discuss career readiness opportunities
- 1 on 1 meeting with 10th graders Career Readiness Meeting with students to discuss Individual Career Academic Plan
- Facilitate The Challenge Program Kick Off with USG

Personal/Social 9-12:

- Coordinate with the BC-CTC on student progress
- Group meeting with 8th graders regarding scheduling
- Individual meetings with students regarding scheduling
- Mini Job Fairs during Lunches
- Freshman Forum (Career project)
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students
 - Career Experiences(tours,field trips,speakers etc) based on students interests/skills on going
 - Meet with any students who expressed needs from Career Readiness Surveys and other communication to provide guidance/opportunities
- Participate in meetings with every 11th grader to provide career readiness support and opportunities
 - Facilitate The Challenge Program events for career readiness
 - Check and document Career Portfolio ensuring each student's meets the requirements

Personal/Social 9-12:

- Concussion meetings and monitoring

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

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

OCTOBER

APRIL

Academic 9-12:

- Administer PSAT to all 10th and 11th grade students
- Administer the SATs
- Complete and return AP participation form
- Continue preparation of scholarship updates
- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress
- Attend the Beaver County Counselor's Association meeting
- College Applications (ISP);

Academic 9-12:

- Continue preparation of scholarship updates
- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress
- Attend the Beaver County Counselor's Association meeting
- Review graduation name list
- Receiving, organizing, and preparing scholarships
- Planning of AP exams
- Meet with students to review academic performance

- Compose letters of recommendation
- Review Permanent Record Files (ISP)
- Organize December retest for Keystones
- Monitor senior grades and graduation
- Update counseling resources (college guides/books/website)

Career 9-12:

- Individual Counseling with seniors
- Conduct the Beaver County Career and Technology Center's Orientation in 10th grade English.
- College visits
- Financial Aid Night
- Mini Job Fairs during lunches
- Coordinate with the BC-CTC on student progress
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students
- 1 on 1 meeting with 10th graders Career Readiness Meeting with students to discuss Individual Career Academic Plan
- Career Experiences(tours,field trips,speakers etc) based on students interests/skills on going

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

Career 9-12:

- Coordinate with the BC-CTC on student progress
- Financial Aid Night
- BC-CTC application are due
- Coordinate with the BC-CTC on new students for the following year.
- Continue with Individual meetings with students regarding scheduling
- Mini Job Fairs during Lunches
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students
- Facilitate The Challenge Program events for career readiness
- Career Experiences(tours,field trips,speakers etc) based on students interests/skills on going

- Meet with any students who expressed needs from Career Readiness Surveys and provide guidance/opportunities
- Facilitate The Challenge Program events for career readiness

Personal/Social 9-12:

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

NOVEMBER

Academic 9-12:

- Continue preparation of scholarship updates
- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress

- Meet with any students who expressed needs from Career Readiness Surveys and other communication to provide guidance/opportunities
- Facilitate visits to introduce Pre-Apprenticeship and School to Work programs based on career interests and strengths
- Check and monitor Career Portfolios ensuring each student's meets the requirements

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Personal/Social 9-12:

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

MAY

Academic 9-12:

- Keystone Testing Administration (SS)
- Review and finalize graduation names list
- Receiving, organizing, and preparing scholarships
- Continue preparation of scholarship updates

- Attend the Beaver County Counselor's Association meeting
- College Applications (ISP);
- Compose letters of recommendation
- Organize letters and mail to parents in regards to CCBC College in the High School Spring courses.
- Update counseling resources (college guides/books/website)

Career 9-12:

- Individual Counseling with seniors
- Conduct the Beaver County CTC Orientation in the English 10 course.
- Military Day during the lunches
- College Visits
- Mini Job Fairs during lunches
- Coordinate with the BC-CTC on student progress
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students
 - Career Experiences(tours,field trips,speakers etc) based on students interests/skills on going
 - Meet with any students who expressed needs from Career Readiness Surveys and provide guidance/opportunities

- Attend IEP/GIEP meetings
- Monitor 504 Plans/student progress
- Attend the Beaver County Counselor's Association meeting
- Help coordinate the Principal's Reception

Career 9-12:

- Coordinate with the BC-CTC on student progress
- Coordinate with the BC-CTC on new students for the following year.
- Gather information on post-secondary plans during the Senior Project presentations
- Receive schedule conflict list and review with students to resolve for next year
- Finalize school year schedules, including meeting with students for schedule changes prior to the beginning of the school year
 - Facilitate visits to introduce Pre-Apprenticeship and School to Work programs based on career interests and strengths
 - Check and document Career Portfolio ensuring each student's meets the requirements

Personal/Social 9-12:

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

Personal/Social 9-12:

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

DECEMBER

Academic 9-12:

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

JUNE

Academic 9-12:

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

- Compose letters of recommendation
- New student enrollment

Career 9-12

- Sophomores tour the Beaver County Career and Technology Center.
- Mini Job Fairs During lunches
- Military Day during the lunches
- Coordinate with the BC-CTC on student progress
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students
 - Career Experiences(tours,field trips,speakers etc) based on students interests/skills on going
 - Meet with any students who expressed needs from Career Readiness Surveys and provide guidance/opportunities
 - Facilitate The Challenge Program events for career readiness

Personal/Social 9-12:

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

Career 9-12:

- Send final transcripts

Personal/Social 9-12:

- Prepare final SAP report for state reporting

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

Guidance Curriculum

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

Purpose

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

Academic

- Scheduling;
- Early College applications
- Group senior meetings for post-secondary goals

Prevention, Intervention and Responsive Services

Addresses school and student needs.

Purpose

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

Academic

- Update counseling resources (college guides/books/website)
- Semester failures and schedule changes

Individual Student Planning

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

Purpose

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

Academic

- 504 Plans/meetings
- Monitor 504 Plans/student progress
- Attend IEP/GIEP meetings

System Support

Includes program, staff and school support activities and services.

Purpose

Program delivery and support.

Counselor Related

- Attend the Beaver County Counselor's Association meeting
- Professional Development
- Attend PHEAA workshop

- Review Permanent Record Files
- Finalize school year schedules, including meeting with students for schedule changes prior to beginning of school year
- Prepare and attend 8th grade students for transition to high school
- Senior meetings to review college application process
- Present and attend grade level assemblies
- Attend and present at Freshman and New Student Orientation (GC);
- Prepare individual Guidance Planning packets
- Visit to Post secondary Schools
- Attend 8th grade orientation in the spring
- Meet with students to discuss course selections
- Participation in attendance hearings
- Assists in students schedules with Learning Support teachers.
- Receive schedule conflict list and review with students to resolve for next year
- Assist with summer school enrichment and credit recovery
- New student enrollment
- Processing college applications and scholarship applications
- Individual senior meetings to gather information on post-secondary plans
- Receive schedule conflict list and review with students to resolve for next year
- Finalize school year schedules, including meeting with students for schedule changes prior to the beginning of the school year
- New student enrollment/tours of building
- Verify and check rosters for CCBC College in the high School
- Verify and check rosters for the Beaver County Career and Technology Center
- College Applications;
- Compose letters of recommendation
- Prepare and distribute teacher recommendation documents
- Review and destruction of records
- Begin preparation of scholarship updates
- Attend SAT/ACT regional meetings
- Update school profile
- Prepare college meeting calendar
- Completed and return AP participation form

- Concussion meetings and monitoring
- Prepare for the Graduate Survey
- Complete College Board test center requires for testing dates
- Administer PSAT to all 10th and 11th grade students
- Administer the SATs
- Provide revisions for course catalog
- Arrange for Financial Aid program speaker
- Prepare materials and host Financial Aid evening
- Proctor Keystone examinations
- AP registration begins
- Order AP exams
- Complete AP voucher
- Reserve Rooms for AP Exams
- Review online course selections for each student (resolve conflicts for next school year)

- On-going meetings to review graduation diploma name list and program
- Order graduation tickets, prepare list of students for honor cords
- Preparation of non-school testing schedule
- Schedule professional development
- Distribute course catalogs for new school year
- Begin and continue to update monthly scholarships
- Post local scholarships and junior scholarships
- Collect local scholarship applications
- Participate in College Board Training
- Letters to parents regarding College in the High School

- Emails to parents about BC-CTC Orientation
- Administer AP exam
- Review schedule conflicts
- Review Budget
- Forecast budget for next school year
- Send Final Transcripts
- SAP Team member
- Participation in SAP meetings

Career

- Counseling related to student schedules
- Guidance plan meetings with freshman, sophomore and juniors
- Students tour the Beaver County CTC
- Students visit the Beaver County CTC for career considerations and shadows in specific program areas.

Career

- Conduct the Beaver County Career and Technology Center's Orientation in 10th grade English.
- Students/sophomores visit the Beaver County CTC for career considers and shadows in specific program areas
- Post-Secondary School Visits for sophomores

Career

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

Non-Counselor Related

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

- Senior meetings to gather information on post-secondary plans
- College Visits
- Mini Job Fairs during lunches
- Group meeting with 8th graders regarding scheduling

Personal/Social

- Establish relationships with freshman students
- Plan for individual guidance Plan meeting for freshman, sophomores, juniors and seniors

Percentage of Time

15%-25%

- Coordinate with the BC-CTC on Student progress and meet with those students.
- Individual Guidance Meetings Continue
- OVR meets with specific students
- Beaver County Job Training provides programs for specific students.

Personal/Social

- Address individual student needs at SAP meetings

Percentage of Time

25%-35%

Personal/Social

- Parent Teacher Conferences
- Individual counseling and peer counseling as needed.
- Review Failure list and meet with students
- Review and monitor grades with students with 504 Plans.

Percentage of Time

20%-30%

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

Percentage of Time

15%-30%

7. Curriculum Action Plan:

Kindergarten Curriculum Action Plan

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

Performances	13.2.3 A; 13.3.3 C	solos; group work	ongoing	85	classroom	formal evaluation	teacher	Ashley Barnes
Topic Lectures	13.3.3 B; 13.4.3 B	class discussions	ongoing	85	classroom	informal evaluation	teacher	Ashley Barnes
Speech Sessions	13.1.3 A and D; 13.2.3 A; 13.3.3 A, C and D	individual and group work	ongoing	varies	speech office	formal evaluation	teacher	Renae Bogdan
Book Discussions	13.1.3 A, B, C, D; 13.2.3 A	guided reading	ongoing	85	title I office	informal feedback	teacher	Linda Girty
Group Discussions	13.1.3 E; 13.2.3 D; 13.3.3 B	group work	ongoing	85	title I office	informal feedback	teacher	Linda Girty
Writing Prompts	13.1.3 A	individual work	ongoing	22	classroom	formal evaluation	teacher	Ashley Fetchin
Share Time	13.1.3 B	group work	ongoing	22	classroom	informal feedback	teacher	Ashley Fetchin
Family Unit Discussion	13.1.3 C	class discussions	fall	22	classroom	informal evaluation	teacher	Ashley Fetchin
Guest Speakers/Readers	13.1.3 D	group work	ongoing	22	classroom	informal feedback	teacher	Ashley Fetchin
Partner Read/Share Circle	13.2.3 A	group work	ongoing	22	classroom	informal evaluation	teacher	Ashley Fetchin
Group Projects/Bucket List	13.2.3 D	group work	ongoing	22	classroom	formal evaluation	teacher	Ashley Fetchin

Kind, Safe, Responsible	13.3.3 A, B	class discussions	ongoing	22	classroom	informal feedback	teacher	Ashley Fetchin
Chain Links/Teacher Modeling	13.3.3 C	class discussions	ongoing	22	classroom	informal feedback	teacher	Ashley Fetchin
Writing Prompts	13.1.3 A	individual work	ongoing	21	classroom	formal evaluation	teacher	Jennifer VanDeCar
Share Time	13.1.3 B	group work	ongoing	21	classroom	informal feedback	teacher	Jennifer VanDeCar
Family Unit Discussion	13.1.3 C	class discussions	fall	21	classroom	informal evaluation	teacher	Jennifer VanDeCar
Guest Speakers/Readers	13.1.3 D	group work	ongoing	21	classroom	informal feedback	teacher	Jennifer VanDeCar
Partner Read/Share Circle	13.2.3 A	group work	ongoing	21	classroom	informal evaluation	teacher	Jennifer VanDeCar
Group Projects/Bucket List	13.2.3 D	group work	ongoing	21	classroom	formal evaluation	teacher	Jennifer VanDeCar
Kind, Safe, Responsible	13.3.3 A, B	class discussions	ongoing	21	classroom	informal feedback	teacher	Jennifer VanDeCar
Chain Links/Teacher Modeling	13.3.3 C	class discussions	ongoing	21	classroom	informal feedback	teacher	Jennifer VanDeCar
Writing Prompts	13.1.3 A	individual work	ongoing	21	classroom	formal evaluation	teacher	Gena Tokar
Share Time	13.1.3 B	group work	ongoing	21	classroom	informal feedback	teacher	Gena Tokar
Family Unit Discussion	13.1.3 C	class discussions	fall	21	classroom	informal evaluation	teacher	Gena Tokar

Guest Speakers/Readers	13.1.3 D	group work	ongoing	21	classroom	informal feedback	teacher	Gena Tokar
Partner Read/Share Circle	13.2.3 A	group work	ongoing	21	classroom	informal evaluation	teacher	Gena Tokar
Group Projects/Bucket List	13.2.3 D	group work	ongoing	21	classroom	formal evaluation	teacher	Gena Tokar
Kind, Safe, Responsible	13.3.3 A, B	class discussions	ongoing	21	classroom	informal feedback	teacher	Gena Tokar
Chain Links/Teacher Modeling	13.3.3 C	class discussions	ongoing	21	classroom	informal feedback	teacher	Gena Tokar
Writing Prompts	13.1.3 A	individual work	ongoing	22	classroom	formal evaluation	teacher	Rebecca Champine
Share Time	13.1.3 B	group work	ongoing	22	classroom	informal feedback	teacher	Rebecca Champine
Family Unit Discussion	13.1.3 C	class discussions	fall	22	classroom	informal evaluation	teacher	Rebecca Champine
Guest Speakers/Readers	13.1.3 D	group work	ongoing	22	classroom	informal feedback	teacher	Rebecca Champine
Partner Read/Share Circle	13.2.3 A	group work	ongoing	22	classroom	informal evaluation	teacher	Rebecca Champine
Group Projects/Bucket List	13.2.3 D	group work	ongoing	22	classroom	formal evaluation	teacher	Rebecca Champine
Kind, Safe, Responsible	13.3.3 A, B	class discussions	ongoing	22	classroom	informal feedback	teacher	Rebecca Champine

Chain Links/Teacher Modeling	13.3.3 C	class discussions	ongoing	22	classroom	informal feedback	teacher	Rebecca Champine
Rachel's Challenge/Small Sparks, Big Dreams	13.1.5 13.2.5 13.3.5	Classroom Guidance	ongoing	85	classroom	informal evaluation	counselor	Randal Perkins

Grade 1 Curriculum Action Plan

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

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

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

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

Shared Journal Entries, Turn and Talk, Partner Read, Show and Tell	13.2.3 A	group work	ongoing	21	classroom	informal evaluation	teacher	Tina Cygan
Letters to Santa	13.2.3 C	individual work	December	21	classroom	formal evaluation	teacher	Tina Cygan
School Rules & Responsibilities	13.3.3 A, B	individual/class discussions	ongoing	21	classroom	informal feedback	teacher	Tina Cygan
Chain of Kindness	13.3.3 C	class discussions	ongoing	21	classroom	informal feedback	teacher	Tina Cygan
Rachel's Challenge/Small Sparks, Big Dreams	13.1.5 13.2.5 13.3.5	Classroom Guidance	ongoing	86	classroom	informal evaluation	counselor	Randal Perkins

Grade 2 Curriculum Action Plan

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

	13.3.3 E, F, G; 13.4.3 B							
Common Area Interactions	13.3.3 C	instructured interaction	ongoing	101	common areas	informal feedback	dean of students	Amanda Whitworth
Art Projects	13.1.3 A, B; 13.3.3 B and C	project-based; group work	ongoing	101	classroom	formal evaluation	teacher	Melissa Krajcovic
Topic Lectures	13.1.3 E; 13.3.3 A	class discussions	ongoing	101	classroom	informal evaluation	teacher	Melissa Krajcovic
Book Discussions	13.1.3 A and D	class discussions	ongoing	101	library	informal evaluation	teacher	Tara Little
Topic Lectures	13.1.3 B and C; 13.3.3 C	group work	ongoing	101	library	informal evaluation	teacher	Tara Little
Write Letters to Friends	13.2.3 A and C	composition ; presentations	ongoing	101	library	formal evaluation	teacher	Tara Little
Topic Lectures	13.1.3 A and B; 13.3.3 C	class discussions	ongoing	101	gymnasium	informal evaluation	teacher	Dana Gaertner
Performances	13.2.3 A; 13.3.3 C	solos; group work	ongoing	101	classroom	formal evaluation	teacher	Ashley Barnes
Topic Lectures	13.3.3 B; 13.4.3 B	class discussions	ongoing	101	classroom	informal evaluation	teacher	Ashley Barnes
Speech Sessions	13.1.3 A and D; 13.2.3 A; 13.3.3 A, C and D	individual and group work	ongoing	varies	speech office	formal evaluation	teacher	Renae Bogdan

Book Discussions	13.1.3 A, B, C, D; 13.2.3 A	guided reading	ongoing	101	title I office	informal feedback	teacher	Linda Girty
Group Discussions	13.1.3 E; 13.2.3 D; 13.3.3 B	group work	ongoing	101	title I office	informal feedback	teacher	Linda Girty
Daily Conversations	13.1.3 A, B, G; 13.2.3 A	individual and group work	ongoing	15	classroom	informal feedback	teacher	Erin Carnevale
Fact vs. Opinion	13.2.3 B	computer research	ongoing	15	classroom	formal evaluation	teacher	Erin Carnevale
Topic Lectures	13.2.3 C	letter writing	ongoing	15	classroom	formal evaluation	teacher	Erin Carnevale
Behavior Chart	13.3.3 A, B, C, D, G	individual/class discussions	ongoing	15	classroom	formal/informal feedback	teacher	Erin Carnevale
Reading Inventory	13.1.3 A	individual work	September	20	classroom	formal evaluation	teacher	Joy Crouch
Group Discussions	13.1.3 B, C; 13.3.3 A, B, C, G	group work	ongoing	20	classroom	informal feedback	teacher	Joy Crouch
Social Studies/Literature/ELA	13.1.3 D; 13.2.3 A, C	individual and group work	ongoing	20	classroom	formal evaluation	teacher	Joy Crouch
Goal Setting Activities/Chain Links	13.2.3 D; 13.3.3 C	group work	ongoing	20	classroom	formal/informal evaluation	teacher	Joy Crouch
Math Topic 8	13.3.3 D	individual and group work	Dec./Jan.	20	classroom	formal evaluation	teacher	Joy Crouch

Daily/Weekly Schedules	13.3.3 E	individual and group work	ongoing	20	classroom	informal feedback	teacher	Joy Crouch
All About Me Projects	13.1.3 A	individual and group work	September	19	classroom	formal evaluation	teacher	Lori Sacco
Reading Interest Surveys	13.1.3 B	individual and group work	September	19	classroom	formal evaluation	teacher	Lori Sacco
Family/School Roles Book	13.1.3 C	individual and group work	Fall	19	classroom	informal feedback	teacher	Lori Sacco
Research Writing	13.1.3 D	individual work	ongoing	19	classroom	formal evaluation	teacher	Lori Sacco
Back to School Activities/Goals/Resolutions	13.1.3 G; 13.2.3 D	individual work	Sep./Jan.	19	classroom	informal feedback	teacher	Lori Sacco
Guided Reading	13.2.3 A; 13.4.3 C	group work	ongoing	19	classroom	formal evaluation	teacher	Lori Sacco
Epic	13.2.3 B	individual work	ongoing	19	classroom	formal evaluation	teacher	Lori Sacco
Journal Responses	13.2.3 C	individual work	ongoing	19	classroom	formal evaluation	teacher	Lori Sacco
Planners/Schedules/Conferences	13.2.3 E; 13.3.3 A, B	class discussions	ongoing	19	classroom	informal feedback	teacher	Lori Sacco
Chain Links	13.3.3 C	individual/class discussions	ongoing	19	classroom	informal feedback	teacher	Lori Sacco

Math Topic 8/Social Studies 5.2.2 A, B, C, D; 6.5.2 A, D, E, G, H	13.3.3 D, E, F	individual and group work	Dec./Jan.	19	classroom	formal evaluation	teacher	Lori Sacco
Weekly Classroom Writing	13.1.3 A, B	individual and group work	ongoing	21	classroom	formal evaluation	teacher	Rick Baldauf
Social Studies/Math	13.1.3 C, D, E, F, G; 13.3.3 D	individual and group work	ongoing	21	classroom	formal evaluation	teacher	Rick Baldauf
Thank You Letters	13.2.3 C	individual work	Spring	21	classroom	formal evaluation	teacher	Rick Baldauf
Daily Work	13.3.3 A, B	individual work	ongoing	21	classroom	formal evaluation	teacher	Rick Baldauf
Classroom Discussions	13.1.3 A; 13.2.3 A	group work	ongoing	19	classroom	informal feedback	teacher	Terri Seltzer
Scholastic News/Weekly Reader/Guided Reading	13.1.3 C, D, E, F	individual and group work	ongoing	19	classroom	formal evaluation	teacher	Terri Seltzer
Science Reports/Reading and Math Eggs	13.2.3 B, D	individual and group work	ongoing	19	classroom	formal evaluation	teacher	Terri Seltzer
Frog and Toad Extension Writing	13.2.3 C	individual work	ongoing	19	classroom	formal evaluation	teacher	Terri Seltzer
Classroom Rules/Expectatio ns	13.3.3 A, B, C	class discussions	ongoing	19	classroom	informal feedback	teacher	Terri Seltzer

Math Unit 8	13.3.3 D, E	individual and group work	Dec./Jan.	19	classroom	formal evaluation	teacher	Terri Seltzer
Rachel's Challenge/Small Sparks, Big Dreams	13.1.5 13.2.5 13.3.5	Classroom Guidance	ongoing	101	classroom	informal evaluation	counselor	Randal Perkins

Grade 3 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Individual Student Meetings	13.1.3 A, B, C, D, E; 13.2.3 A, B, C, D, E; 13.3.3 E, F, G; 13.4.3 B	informal meetings	ongoing	varies	dean of student's office	informal feedback	dean of students	Amanda Whitworth
Common Area Interactions	13.3.3 C	instructured interaction	ongoing	86	common areas	informal feedback	dean of students	Amanda Whitworth
Art Projects	13.1.3 A, B; 13.3.3 B and C	project-based; group work	ongoing	86	classroom	formal evaluation	teacher	Melissa Krajcovic
Topic Lectures	13.1.3 E; 13.3.3 A	class discussions	ongoing	86	classroom	informal evaluation	teacher	Melissa Krajcovic

Book Discussions	13.1.3 A and D	class discussions	ongoing	86	library	informal evaluation	teacher	Tara Little
Topic Lectures	13.1.3 B and C; 13.3.3 C	group work	ongoing	86	library	informal evaluation	teacher	Tara Little
Topic Lectures	13.1.3 A and B; 13.3.3 C	class discussions	ongoing	86	gymnasium	informal evaluation	teacher	Dana Gaertner
Performances	13.2.3 A; 13.3.3 C	solos; group work	ongoing	86	classroom	formal evaluation	teacher	Ashley Barnes
Topic Lectures	13.3.3 B; 13.4.3 B	class discussions	ongoing	86	classroom	informal evaluation	teacher	Ashley Barnes
Speech Sessions	13.1.3 A and D; 13.2.3 A; 13.3.3 A, C and D	individual and group work	ongoing	varies	speech office	formal evaluation	teacher	Renae Bogdan
Daily Conversations	13.1.3 A, B, G; 13.2.3 A	individual and group work	ongoing	15	classroom	informal feedback	teacher	Gretchen Meyer
Fact vs. Opinion	13.2.3 B	computer research	ongoing	15	classroom	formal evaluation	teacher	Gretchen Meyer
Topic Lectures	13.2.3 C	letter writing	ongoing	15	classroom	formal evaluation	teacher	Gretchen Meyer
Behavior Chart	13.3.3 A, B, C, D, G	individual/class discussions	ongoing	15	classroom	formal/informal feedback	teacher	Gretchen Meyer
Daily Conversations	13.1.3 A, B; 13.2.3 A	individual and group work	ongoing	15	classroom	informal feedback	teacher	Hailey Burks

Daily Rotation Schedule	13.2.3 A; 13.3.3 C	small group time	ongoing	15	classroom	informal feedback	teacher	Hailey Burks
Time & Money Chapter	13.3.3 D	structured lesson	fall	15	classroom	formal evaluation	teacher	Hailey Burks
Start of Year Writing Prompts	13.1.3 A	individual work	September	43	classroom	formal evaluation	teacher	Caitlyn Chinchilla
Social Studies/Math	13.1.3 G; 13.3.3 D	individual and group work	ongoing	43	classroom	formal evaluation	teacher	Caitlyn Chinchilla
Reading, Writing, Listening, Speaking	13.2.3 A	individual and group work	ongoing	43	classroom	informal evaluation	teacher	Caitlyn Chinchilla
Weekly Friday Family Letters	13.2.3 C	individual and group work	ongoing	43	classroom	formal evaluation	teacher	Caitlyn Chinchilla
Goal Setting/Collaboration/Planners	13.2.3 D; 13.3.3 B, E	individual and group work	ongoing	43	classroom	informal feedback	teacher	Caitlyn Chinchilla
Daily Conversations	13.2.3 E; 13.3.3 A, C, G	individual/class discussions	ongoing	43	classroom	informal feedback	teacher	Caitlyn Chinchilla
Start of Year Activities	13.1.3 A	individual and group work	September	42	classroom	formal evaluation	teacher	Christopher Delong
Social Studies/Math	13.1.3 G	individual and group work	ongoing	42	classroom	formal evaluation	teacher	Christopher Delong

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

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

Grade 4 Curriculum Action Plan

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

Performances	13.2.5 A; 13.3.5 C	solos; group work	ongoing	98	classroom	formal evaluation	teacher	Ashley Barnes
Topic Lectures	13.3.5 B; 13.4.5 B	class discussions	ongoing	98	classroom	informal evaluation	teacher	Ashley Barnes
Speech Sessions	13.1.5 A and D; 13.2.5 A; 13.3.5 A, C and D	individual and group work	ongoing	varies	speech office	formal evaluation	teacher	Renae Bogdan
Daily Conversations	13.1.5 A, B, G; 13.2.5 A	individual and group work	ongoing	15	classroom	informal feedback	teacher	Gretchen Meyer
Fact vs. Opinion	13.2.5 B	computer research	ongoing	15	classroom	formal evaluation	teacher	Gretchen Meyer
Topic Lectures	13.2.5 C	letter writing	ongoing	15	classroom	formal evaluation	teacher	Gretchen Meyer
Behavior Chart	13.3.5 A, B, C, D, G	individual/class discussions	ongoing	15	classroom	formal/informal feedback	teacher	Gretchen Meyer
Daily Conversations	13.1.5 A, B; 13.2.5 A	individual and group work	ongoing	15	classroom	informal feedback	teacher	Hailey Burks
Daily Rotation Schedule	13.2.5 A; 13.3.5 C	small group time	ongoing	15	classroom	informal feedback	teacher	Hailey Burks
Time & Money Chapter	13.3.5 D	structured lesson	fall	15	classroom	formal evaluation	teacher	Hailey Burks
Daily Conversations	13.2.5 A	group work	ongoing	48	classroom	informal evaluation	teacher	Brian Obman

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

Grade 5 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Individual Student Meetings	13.1.5 A, B, C, D, E; 13.2.5 A, B, C, D, E; 13.3.5 E, F, G; 13.4.5 B	informal meetings	ongoing	varies	Dean of student's office Guidance	informal feedback	Dean of students Counselor	Whitworth Suleski
Common Area Interactions	13.3.5 C	structured interaction	ongoing	123	common areas	informal feedback	Dean of students	Dr. Whitworth
Literature Circles	13.2.5 A	novels	ongoing	123	classroom	presentation of paper and projects	teacher	Boyd Nicely
Guided Reading	13.2.5 E; 13.3.5 B and C	novels	ongoing	123	classroom	discussion groups	teacher	Boyd Nicely
Performances	13.2.5 A; 13.3.5 C	solos; group work	ongoing	123	classroom	formal evaluation	teacher	Jennifer Newman
Topic Lectures	13.3.5 B; 13.4.5 B	class discussions	ongoing	123	classroom	informal evaluation	teacher	Jennifer Newman
Classroom Guidance	13.1.5 13.2.5 13.3.5	RC GetGo	ongoing	123	classroom	informal	Counselor	Suleski

Naviance Introduction	13.1.3 A, B, C, D, E; 13.2.3 A, B, C, D, E; 13.3.3 E, F, G; 13.4.3 B	Naviance Career Platform	1 class per nine weeks based on Computer Tech Class	123	classroom	informal	CRC	Kelm
Introduction to Career Clusters and Holland Codes	13.1.5 13.2.5	Naviance	Once per class/9 weeks	123	classroom	informal	CRC	Kelm
Career Portfolio	13.1.8 A,B,,E,G	Naviance	ongoing	120	classroom	informal	CRC	Kelm
Strip District Field trip	13.3.5	Math and ELA curriculum	May	123	Field trip	informal	teachers	Boyd

Grade 6 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Ocean Expert	13.1.8 A,B 13.3.8 E	Science	December	115	classroom	informal	teachers	Spencer/Ging
CSI week	13.1.8A,B 13.3.8 E	Science	February	115	Classroom,	informal	teachers	Spencer/Ging

	13.3.8 E	Community Law enforcement materials			School building			
Fall Fest	13.1.8 A,B 13.3.8 E	Science	November	115		informal	teachers	Spencer/Ging
Game of Life	13.1.8A,B,G 13.3.8 D	Math	ongoing	25	classroom	informal	teachers	Spencer/Ging
HS Science conference	13.1.8 A,B,G 13.3.8 E	Science		115	HS	informal	teachers	ALL 6th
Author's Tea	13.2.8 A 13.3.8 E	ELA	April	115	classroom	informal	teachers	Strati/Zeigler
Math Final Project	13.2.8 A 13.3.8 E	Math	May	115	classroom	formal	teachers	Spencer/Ging
Classroom Guidance	13.1.8 13.2.8 13.3.8 13.4.8	RC GETGO	ongoing	115	classroom	informal	Counselor	Suleski
Career Portfolio	13.1.8 A,B,,E,G	Naviance	ongoing	120	classroom	informal	CRC	Kelm

Grade 7 Curriculum Action Plan

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

CCBC STEM Career Program	13.1.5 13.2.5 13.3.5	CCBC Program	October	123	classroom	informal	Career Readiness Coordinator	Kelm
Classroom Guidance	13.1.8 13.2.8 13.3.8 13.4.8	Guidance	ongoing	115	classroom	informal	Counselor	Suleski
Basic Goal lesson	13.3.8	Naviance	September	115	classroom	informal	CRC	Kelm
Roadtrip Nation Reflection	13.2.8 13.4.8.	Naviance	November	115	classroom	informal	CRC	Kelm
Career Cluster finder assessment/reflection	13.1.8	Naviance	October	115	classroom	informal	CRC	Kelm
Career Research Project	13.1.8	ELA and Naviance	MAY	115	classroom	informal	teacher	Spiker
Career Portfolio	13.1.8 A,B,,E,G	Naviance	ongoing	120	classroom	informal	CRC	Kelm
Self Assessment-Personal Interests and Strengths relation to Careers	13.1.8, 13.2.8,	Google Docs and teacher individual meetings with students	ongoing	120	classroom	informal	CRC	Kelm

Grade 8 Curriculum Action Plan

Lesson Content/Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Career Portfolio	13.1.8 A,B,,E,G	Naviance	ongoing	120	classroom	informal	CRC	Kelm
Food Truck project	13.1.8C,G 13.4.8A,B C	Naviance Computer	Week 4 of each term	120	classroom	informal	teacher	Spiker
Presentations	13.2.8 A 13.3.8A,B	All	ongoing	120	classroom	informal	teachers	Spiker
Digital footprint lesson	13.3.8 A,G	Computer Application	Week 2	120	classroom	informal	teacher	Spiker
GIEP interest inventory	13.1.8 A,F	GIEP	Week 2	7	GATE classroom	informal	Teacher	S. Miller
Robotics project	13.1.8 C	GATE	November	7	GATE classroom	informal	Teacher	S. Miller
GIEP meetings	13.1.8 H	GATE	intermittent	7	Office	informal	Teacher	S. Miller
Transition survey	13.1.8 A	Special Education	Week 1	30	Special education room	informal	Teacher	Barone L. Miller
Individual Career and Academic Plan	13.1.8 E 13.3.8 C,G 13.4.8A 13.4.8 B	Naviance	End of each 9 weeks	120	classroom	informal	Teacher	Kelm

Creating Budget Activities	13.3.8 E 13.4.8A	Personal Finance	Week 3	120	classroom	informal	Teacher	Kelm
Group projects	13.3.8 B	All	ongoing	120	classroom	informal	Teachers	Any
Time Management lessons	13.3.8F	Guidance Personal Finance Guidance		120	classroom	informal	Teacher/Counselor	Kelm/ Suleski
Career Discussions	13.1.8F,H	All	ongoing	120	classroom	informal	All	Any
Self Assessment-Personal Interests and Strengths relation to Careers	13.1.8, 13.2.8,	Google Docs and teacher individual meetings with students	ongoing	120	classroom	informal	CRC	Kelm
Classroom Guidance	13.1.8, 13.2.8, 13.3.8 13.4.8	RC GetGo	ongoing	120	classrooms	informal	Counselor	Suleski
Goal Setting	13.3.8	Naviance	September	120	classrooms	informal	CRC	Kelm
Road Trip Nation reflection	13.1.8 13.3.8 13.4.8	Naviance	November	120	classrooms	informal	CRC	Kelm
Career Key Assessment and reflection	13.1.8	Naviance	January	120	classroom	informal	CRC	Kelm

Grade 9 Curriculum Action Plan

Lesson Content/ Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Budget Your Life Activity	PA CEW 13.1.11 F,H ASCA BLS 7 BLS 8, BLS 10	PA Career Zone	March	114	High School Exploration	Completion of activity	Teacher	Ken Dickey/Michelle Keith
Career Assessments	PA CEW 13.1.11 E,F,G,H 13.2.11 D 13.3.11 G ASCA M2, BLS 10, BSMS 4, 7,8,10 BSS 1,8	CAPS/COPS/COPE S assessments	March	114	High School Exploration	Completion of Assessments	Teacher/Prevention Specialist	Ken Dickey/Michelle Keith

Career Research	PA CEW 13.1.8 A,B,D,E, F 13.2.8 B,D,E 13.3.8.A ASCA M4, M5, M6 B-LS 7 B-LS 9 BSMS 3	PA Career Zone	February	114	High School Exploration	Career Exploration Activity Sheet and portfolio	Teacher/School Counselor	Ken Dickey/Michelle Keith / Chris Bennett
Job Gateway	PA CEW 13.2.11 A,B,C,D	www.pajobgateway.com Career Portfolios/ Naviance	February	114	(Guidance Office)	Job Search results	Teacher/School Counselor	Ron Kelm/Chris Bennett/ Hope Bennett
Resume Writing and Cover Letters	PA CEW 13.2.11 B,C,D,E	Student profile/resume creation, interview question review and practice, www.collegedata.com evaluation of	February	114	English	Finding what colleges are looking for when they review applications (College Match activity), plan for classes and clubs	Teacher/School Counselor	Andrea Niedbala/Hope Bennett/Chris Bennett

						that student should participate in to meet their goals after high school		
Presentations and mock interviews	PA CEW A,B, 13.3.11 A,B,C,E, F	Information from Career Research	Spring	114	English	Completion and grades received	Teacher/School Counselor	Andrea Niedbala/Hope Bennett/Chris Bennett
Individual Career Planning meetings	PA CEW (All)* ASCA (All)* *depending on the individual meeting	Career Portfolios/ Naviance	Spring	114	(Guidance Office)	Individual Career Plans updated	CRC	Ron Kelm/Chris Bennett/Hope Bennett
9th Grade Orientation	13.1.11.F, 13.3.11.A , 13.3.11.G , 16.1.12.B , 16.2.12.E	9th grade schedules	August (week before school)	114	HS Auditorium	Questions & Answers	Teacher/School Counselor/Administrator	9 th grade team, School Counselor and Principal

What's Your Major Monday	13.1.11.B, 13.1.11.E, 13.1.11.F, 13.1.11.H	Google Docs Form	All year	425	FAHS	Survey	School Counselor	Guidance Office
9th Grade 1st Day Assembly	13.1.11.F, 13.3.11.A, 13.3.11.G, 16.1.12.B, 16.2.12.E	A/V Equipment	August (week before school)	114	HS Auditorium	Questions & Answers	Teacher/School Counselor/Administrator	9 th grade team, School Counselor and Principal
Course Selections	13.1.11.A-D, 13.1.11.F, 13.1.11.H, 13.2.11.B	FAHS Course Selection Hand-book	Semester 2	114	History Courses	Completion of Course Selection Sheet	School Counselor	School Counselor
Mini Career Fair Lunches	3.1.11.B-D, 13.1.11.F, 13.2.11.F	Survey	All year	114	FAHS Student area outside cafeteria	Completed Survey	School Counselor	School Counselor

Grade 10 Curriculum Action Plan

Lesson Content/ Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Career Assessments	PA CEW 13.1.11 F,H ASCA BLS 7 BLS 8, BLS 10	Occupational Outlook Handbook	Winter/ Spring	100	Communications	Completion of Assessments	Teacher/School Counselor	Courtney Anderson/ Chris Bennett/Hope Bennett
Career Research	PA CEW 13.1.8 A,B,D,E,F 13.2.8 B,D,E 13.3.8.A ASCA M4, M5, M6 B-LS 7 B-LS 9 BSMS 3	Occupational Outlook Handbook	Winter/ Spring	100	Communications	Career Exploration Activity Sheet and portfolio	Teacher/School Counselor	Courtney Anderson/Hope Bennett/Chris Bennett
Mock Interviews	PA CEW A,B, 13.3.11 A,B,C,E,F	Rubric	February	100	Communications	Completion of Activity	Teacher/School Counselor	Courtney Anderson/Hope Bennett/Chris Bennett

Job Gateway	PA CEW 13.2.11 A,B,C,D	www.pajobgateway.com	February	100	Communications	Job Search results	Teacher/School Counselor	Courtney Anderson/Hope Bennett/Chris Bennett
Success in the New Economy	PA CEW 13.1.11 A,B,D,E,F,G 13.2.11 D 13.3.11 A,D,F,G	Success in the New Economy Video. Big Idea Handout	November	100	English	Success in the new economy handout Career Objectives recorded	Teacher/School Counselor	Blair Lasko
Post-Secondary Visits	PA CEW 13.1.11 D,F	Based on Career research	March	100	Communications	Participation and Feedback	Teacher/School Counselor	10 th Grade Team/Guidance
Individual Career Planning meetings	PA CEW (All)* ASCA (All)* *depending on the individual meeting	Career Portfolios/ Naviance	Spring	100	(Guidance Office)	Individual Career Plans updated	School Counselor	Ron Kelm/ Chris Bennett/Hope Bennett
Beaver County CTC Orientation and visit	PA CEW 13.1.11 D,F	BC-CTC Power Point	December	100	BC-CTC	Tour sign-ups	School Counselor	Hope Bennett
Course Selections	13.1.11.A-D, 13.1.11.F,	FAHS Course Selection Hand-book	Semester 2	114	History Courses	Completion of Course Selection	School Counselor	School Counselor

	13.1.11.H, 13.2.11.B					Sheet		
Mini Career Fair Lunches	3.1.11.B-D, 13.1.11.F, 13.2.11.F	Survey	All year	114	FAHS Student area outside cafeteria	Completed Survey	School Counselor	School Counselor
What's Your Major Monday	13.1.11.B, 13.1.11.E, 13.1.11.F, 13.1.11.H	Google Docs Form	All year	425	FAHS	Survey	School Counselor	Guidance Office
Apprenticeship Programs	3.1.11.A-C, 13.1.11.E-F, 13.1.11.H	Power point/resources/broch ures	Semeste r 1	325	FAHS	Survey/foll ow up interview	School Counselor	Chris Bennett/Hop e Bennett
CCBC HS Academies	3.1.11.B-C, 13.1.11.F, 13.2.11.F	Tour of CCBC programs, presentation	Semeste r 2	40	FAHS	Survey/follo w up interview	School Counselor	Hope Bennett
The Challenge Program	3.1.11.B-C, 13.1.11.F, 13.2.11. 13.3.11 A-C	5 posters (24 x36) for each award category /1 Banner (70 x 24) Monthly Announcements from TCP to remind students of the Program. Quarterly newsletters and	2018-20 19	325	FAHS	Attendance, STEM, Community Service, Academic Improvement , Academic Excellence Improvement s	School Counselor	Guidance

		various email announcements/updates from The Challenge Program. Press Releases 2-3 times a year						
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Grade 11 Curriculum Action Plan

Lesson Content/ Program Content	ASCA Domain and/or CEW Domain	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Stakeholder	Contact Person
Entrepreneurship T-Shirt Business	3.1.11.A-C, 13.1.11.E-F, 13.1.11.H	Equipment/computers to run business	2018-2019	50	Fortune 500 Course	Teacher's Evaluation policy	Teacher	Brendan Wiatrak
Apprenticeship Programs	3.1.11.A-C, 13.1.11.E-F, 13.1.11.H	Powerpoint/resources /brochures	Semester 1	325	FAHS	Survey/follow up interview	School Counselor	Chris Bennett/Hope Bennett

Course Selections	13.1.11.A-D, 13.1.11.F , 13.1.11.H, 13.2.11.B	FAHS Course Selection Hand-book	Semester 2	114	History Courses	Completion of Course Selection Sheet	School Counselor	School Counselor
Mini Career Fair Lunches	3.1.11.B-D, 13.1.11.F , 13.2.11.F	Survey	All year	114	FAHS Student area outside cafeteria	Completed Survey	School Counselor	School Counselor
What's Your Major Monday	13.1.11.B, 13.1.11.E, 13.1.11.F , 13.1.11.H	Google Docs Form	All year	425	FAHS	Survey	School Counselor	Guidance Office
Individual Career Planning meetings (e-folios)	PA CEW (All)* ASCA (All)* *depending on the individual meeting	Career Portfolios/ Naviance	Spring	100	(Guidance Office)	Individual Career Plans updated	School Counselor	Ron Kelm/ Chris Bennett/ Hope Bennett
Post-Secondary Planning (e-folios)	3.1.11.A-C, 13.1.11.	Career Plan Re-view/ Naviance	Semester 1	100	English	Completed Writ-ten	School Counselor/Teacher	School Counselor /

	E-F, 13.1.11. H					Post-Secondary Plan		Ken Dickey/Ron Kelm
Career Assessments	PA CEW 13.1.11 F,H ASCA BLS 7 BLS 8, BLS 10	Occupational Outlook Handbook	Winter / Spring	100	Communications	Completion of Assessments	Teacher/School Counselor	Courtney Anderson/Chris Bennett/Ron Kelm
Career Fair (National College Fair)	PA CEW 13.1.11 D,E,F,G, H 13.2.11 A,B,D, 13.3.11 A,E,F,G 13.4.11 A,B	Career Fair Interest Survey, Career Fair Individual Agenda, Career Fair Evaluation	February	45	Guidance	Participation. Feedback surveys	School Counselor/Teacher	School Counselors/ School Counselors
CCBC HS Academies	3.1.11.B-D, 13.1.11.F, 13.2.11.F	Tour of CCBC programs, presentation	Semester 2	40	FAHS	Survey/follow up interview	School Counselor	Hope Bennett
The Challenge Program	3.1.11.B-C, 13.1.11.F, 13.2.11. 13.3.11 A-C	5 posters (24 x36) for each award category /1 Banner (70 x 24) Monthly Announcements	2018-2019	325	FAHS	Attendance, STEM, Community Service, Academic Improvement	School Counselor CRC	Ron Kelm/Guidance

		from TCP to remind students of the Program. Quarterly newsletters and various email announcements/updates from The Challenge Program. Press Releases 2-3 times a year				nt, Academic Excellence Improvements		
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Grade 12 Curriculum Action Plan

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

	ASCA BLS 7 BLS 8, BLS 10							
Mock Interviews	PA CEW 13.2.11 B,C,D,E	Guest interviewers/ Teacher's Rubric	February/ March	110	English	Participation and assessment	Teacher	Heather Giammaria/ Aaron Fitzpatrick
Resume and Cover Letter Writing	PA CEW 13.1.11 A,B,D,E, F,G 13.2.11 D 13.3.11 A,D,F,G	Teacher's Rubric	February/ March	110	English	Participation and assessment	Teacher	Heather Giammaria/ Aaron Fitzpatrick
Financial Aid Night (also open to all grades)	PA CEW 13.1.11.D, 13.3.11. D	Provided by PHEAA	October	80	(evening presentation)	Participation	School Counselor	Chris Bennett/ Hope Bennett
Entrepreneurship T-Shirt Business	3.1.11.A-C, 13.1.11.E-F, 13.1.11.H	Equipment/computers to run business	2018-2019	50	Fortune 500 Course	Teacher's Evaluation policy	Teacher	Brenden Wiatrak/ Michelle Keith
College Recruiter Visits	PA CEW 13.1.11 D,F	Provided by Colleges	September - June	250	Café/ Guidance	Number of visits	School Counselor	Guidance

Post-Secondary Planning (e-folios)	3.1.11.A-C, 13.1.11.E-F, 13.1.11.H	Career Plan Review/ Naviance	Semester 1	100	Personal Finance	Completed Writ-ten Post-Secondary Plan	School Counselor/Teacher	School Counselor/ Michelle Kieth
Senior Exit Interviews	3.2.11.D	Outline of Plan Components of Senior Project	May	100	Classroom	Rubric Scoring	Administrator	Principals
What's Your Major Monday	13.1.11.B, 13.1.11.E, 13.1.11.F, 13.1.11.H	Google Docs Form	All year	425	FAHS	Survey	School Counselor	Guidance Office
Apprenticeship Programs	3.1.11.A-C, 13.1.11.E-F, 13.1.11.H	Powerpoint/resources/brochures	Semester 1	325	FAHS	Survey/follow up interview	School Counselor	Chris Bennett/ Hope Bennett
The Challenge Program	3.1.11.B-C, 13.1.11.F, 13.2.11. 13.3.11 A-C	5 posters (24 x36) for each award category /1 Banner (70 x 24) Monthly Announcements from TCP to remind students of the Program. Quarterly newsletters and various email announcements/updates from The Challenge Program. Press Releases 2-3 times a year	2018-2019	325	FAHS	Attendance , STEM, Community Service, Academic Improvement, Academic Excellence Improvements	School Counselor	Ron Kelm/Guidance

8. Annual Program Goals:

LEVEL: ELEMENTARY

Year(s) 2024-25

Smart Format	Academic	Career	Social/Emotional
SPECIFIC: What is the specific issue based on your schools' data?	There is a need for expanded school counseling services in conjunction with the Multi-Tiered Support Services program in grades K-2.	An integrated career awareness curriculum that reaches all students is in place and will be delivered in collaboration with teachers in order to make real world connections.	The Rachel's Challenge Kindness and Compassion curriculum has been implemented in grades K-4 and will be supplemented by additional kindness initiatives.
MEASURABLE: How will we measure the effectiveness of our interventions?	Students referred to the program in grades K-4 will be identified as in need of social/emotional support to complement other MTSS services.	Students will become familiar with the career clusters and world of work as it relates to their emerging interests and individual artifacts will be collected from all students for each lesson.	Students will be introduced/reintroduced to the 5 Challenges and participate in class related discussions and related activities.
ATTAINABLE: What outcome would stretch us but is still attainable	In grades K-2, targeted individual counseling will be provided, along with services already in place for grades 3 and 4, to strengthen the program's overall efficacy.	Two classroom guidance lessons will be selected per grade level and delivered in a developmental and sequential format to the K-4 population, which will exceed state standards.	Classroom guidance lessons will be maintained such that all grades levels, K-4, will receive regular lessons in a comprehensive and sequential fashion.
RESULTS: Is the goal reported in results-oriented data (process, perception, and outcome?)	Progress will be tracked via MTSS process and outcome data, and student performance will be maintained or improved as reported through grades, attendance, and promotion decisions.	The elementary school counselor will provide one initial lesson at each grade level in the month of February and teachers will deliver a second additional lesson in April, in conjunction with follow-up activities.	The elementary school counselor will provide six lessons at each grade level in the months of September, October, November/December, January, March, and May to be reinforced by KC Club and JAM #bethekindkid.
TIMELINE: When will our goal be accomplished?	Identified students will receive individual counseling support through the course of their involvement in the MTSS program until exited or upon promotion to the next grade level.	Students will have participated in 10 unique career development lessons by the end of 4th grade and will have produced 10 individual artifacts, which will be kept on file in both hard-copy and digital formats.	Students will have participated in 24 lessons by the end of 4 th grade and student leaders in select grade levels will have augmented the curriculum through ongoing school climate initiatives.

Annual Program Goals

LEVEL: **MIDDLE SCHOOL**

Year(s) 2024-25

Smart Format	Academic	Career	Social/Emotional
SPECIFIC: What is the specific issue based on your schools' data?	There is a need for expanded school counseling services in conjunction with the Multi-Tiered Support Services program in grades 5-8.	According to PA Code Chapter 339, all students must develop an academic and career plan portfolio. Reportable career exploration activities have not been organized into a sequential and developmental framework for student reference.	Students need to develop positive interpersonal skills with their peers related to diversity.
MEASURABLE: How will we measure the effectiveness of our interventions?	Students referred to the program in grades K-4 will be identified as in need of social/emotional support to complement other MTSS services.	During the 2024-2025 school year, 100% 8th grader students will have the opportunity to participate in a Naviance Orientation lessons and to set a SMART GOAL as measured by: <ul style="list-style-type: none"> • Completing Strengths Explorers Assessment and reflection • Completing the Learning style Inventory Assessment and reflection • Building a resume • Creating a career plan 	Students will complete online anonymous survey
ATTAINABLE: What outcome would stretch us but is still attainable	All students will show growth in their academic performance by 20% throughout the school year.	During the 2024-2025 school year, our interventions in Naviance will be designed to build upon the career plan portfolio and career development activities delivered to students in grade 5 through 8. 100% of these students will have the required artifact records stored in the program for future reference.	70% of all students will indicate that they feel comfortable in their school climate.

RESULTS: Is the goal reported in results-oriented data (process, perception, and outcome?)	Progress will be tracked per MTSS, PowerSchool gradebook and CDT data. Students will complete self-assessments pre and post that indicate growth in resilience related to academics.	The Career Readiness Coordinator will work with all teachers to provide lessons at each grade level throughout the school year, in conjunction with teacher follow-up activities.	Progress will be tracked per data from online survey. Discipline and attendance data will indicate progress toward goal.
TIMELINE: When will our goal be accomplished?	Identified students will receive individual counseling support through the course of their involvement in the MTSS program until exited or upon promotion to the next grade level Students will look at their individual progress at the end of each quarter and develop goals. At the end of the school year students will have achieved their goal.	Students will have participated in at least 6 career development lessons by the end of 8th grade.	Students will participate in quarterly School Connect activities.

Annual Program Goals

LEVEL: HIGH SCHOOL

Year(s)_2024-25_____

Smart Format	Academic	Career	Social/Emotional
SPECIFIC: What is the specific issue based on your schools' data?	There is a need for expanded school counseling services in conjunction with the Multi-Tiered Support Services program in grades 9-12	As per PA Code Chapter 339, all students must develop a transition portfolio with an Individual Career and Academic Plan, as well as artifacts that demonstrate career readiness exploration.	Freshman need to increase their student involvement and be connected to high school related activities by the end of their Freshman year.
MEASURABLE: How will we measure the effectiveness of our interventions?	Students referred to the program in grades 9-12 will be identified as in need of social/emotional support to complement other MTSS services.	During the 2024-2025 school year, 100% 9th and 10 th grader students will have the opportunity to participate in a Naviance Orientation lessons to set a SMART GOAL as measured by:	Goal will be measured by the number of activities, at least 2, freshman will also add activities to their Naviance Portfolio. Counselors will meet with freshmen by the end of the 2024-2025

		<ul style="list-style-type: none"> • Completing Strengths Explorers Assessment and reflection • Completing the Learning style Inventory Assessment and reflection • Building a resume 	school year, to ensure they have participated in these activities.
ATTAINABLE: What outcome would stretch us but is still attainable	In grades 9-12, targeted individual counseling will be provided, along with services already in place for grades 10, 11 and 12, to strengthen the program's overall efficacy.	During the 2024-2025 school year, our interventions in Naviance will be designed to increase the number of assessments, number of careers and colleges added to their favorites and build on their resume. The 10 th graders who will complete this will be 100%.	Counselors will meet with all 9 th grade students to facilitate and explain the importance of connecting to their school and community to enhance their feelings of accomplishment and self-efficacy to ensure academic growth and regular attendance
RESULTS: Is the goal reported in results-oriented data (process, perception, and outcome?)	Progress will be tracked via MTSS process and outcome data, and student performance will be maintained or improved as reported through grades, attendance, and promotion decisions	The Career Readiness Coordinator will work with the English teachers to provide lessons at each grade level in the months of February and April, in conjunction with teacher follow-up activities and Freshman Forum	Counselors will meet with every freshman by the end of the school year. Students will also complete the "Do What You Are" personality/career assessment within the Naviance Program to connect their personality traits of those careers/activities (Clubs, sports, volunteer) in school and/or community.
TIMELINE: When will our goal be accomplished?	Identified students will receive individual counseling support through the course of their involvement in the MTSS program until exited or upon promotion to the next grade level	Students will have participated in at least 12 career development lessons by the end of 12th grade	Every freshman will meet individually with their School Counselor by the end of the 2024-2025 school year and complete a personality assessment.

9. Individualized Academic & Career Plan Process and Portfolio

Section One: Career Development Intervention Chart: Tier One Interventions

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

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

Section Two: Academic and Career Plan Process

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

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

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

Student Development of their Plan: Interventions and decisions by students and families during each grade
8 th grade career portfolio lessons; Freshman forum; sophomore visits to pos-secondary schools; 10th grade individual meetings to update ICAP, juniors participate in college fairs, annual individual student 4-year plan meetings; parent student teacher conferences; financial aid workshops

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

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

5. Plan/Portfolio Sustainability and Review	What strategies will be developed to assist students with updating and sustaining the plan/process?
<ul style="list-style-type: none"> • How will the plan and portfolio be revisited each year while in middle school and high school? 	<p>The Career Readiness Coordinator will meet with all students in 8th grade through Career Development Class, 9th as needed, and every 10th grader to review and update ICAP.</p>
<ul style="list-style-type: none"> • What process will be used for the student to present the information on their plan at various times (i.e. Exit Interview or other events)? 	<p>Students will be encouraged to share their plan with parents at inception, throughout its development, and upon completion, as they prepare for post-secondary pursuits. It will also be incorporated into their Senior Projects and will be part of the presentation/exit interview process.</p>

Section Three: Student Academic and Career Portfolio Image



When kids learn about careers they can dream BIG!

YOU CAN BE A 'SPARK CHAMPION'— NOTICE AND NURTURE YOUR CHILD'S SPARKS!

SPARKY LOVES YOUR SPARKS!

Dear Spark Champion,

Today your child saw a behind the scenes look at what it is like to be a police officer. Children saw that Trooper McGee had many different jobs on her **job path**. They also saw how to turn the lights on in the police car! Trooper McGee explained that she had to go for special training to become a police officer. The kids all laughed at a scene when Trooper McGee shared that her daughters liked 'FLARP!' Let's just say, that was a funny part with some extra silly, embarrassing sounds! She says that she wants kids to not be afraid of police officers because their job is to help!

imagine if 'Give me 5' becomes a part of their thinking... imagine what their work ethic and work performance could be some day!

Why say sober?

Also, these **necessary skills** are a healthy reminder that we should all be 'drug free!' Adding the word 'sober' is perfect for celebrating Red Ribbon Week or for reminding students about having a healthy, clean body means that we are drug free! Talking to our children about drugs doesn't have to be complicated. Drugs are bad. A 'sober' clean, and healthy body is good! It's hard to argue that one!

Give me 5!

Trooper McGee taught the children about 'Give me 5'! These are the **necessary skills** that people need in order to get and keep a job. Teaching little children 'Give me 5' is fun as they are just starting to learn about the world of work. Just

"Give me 5"

Show up
Every day
On time
Sober
With a good attitude!

Shylee wants to know, 'what's your favorite spark?'



Spark Champion – a caregiver who recognizes and nurtures a child's 'spark' (interests or talents).

Job path – a way to describe different jobs that a person has in his / her lifetime. People can have many different jobs on their job path.

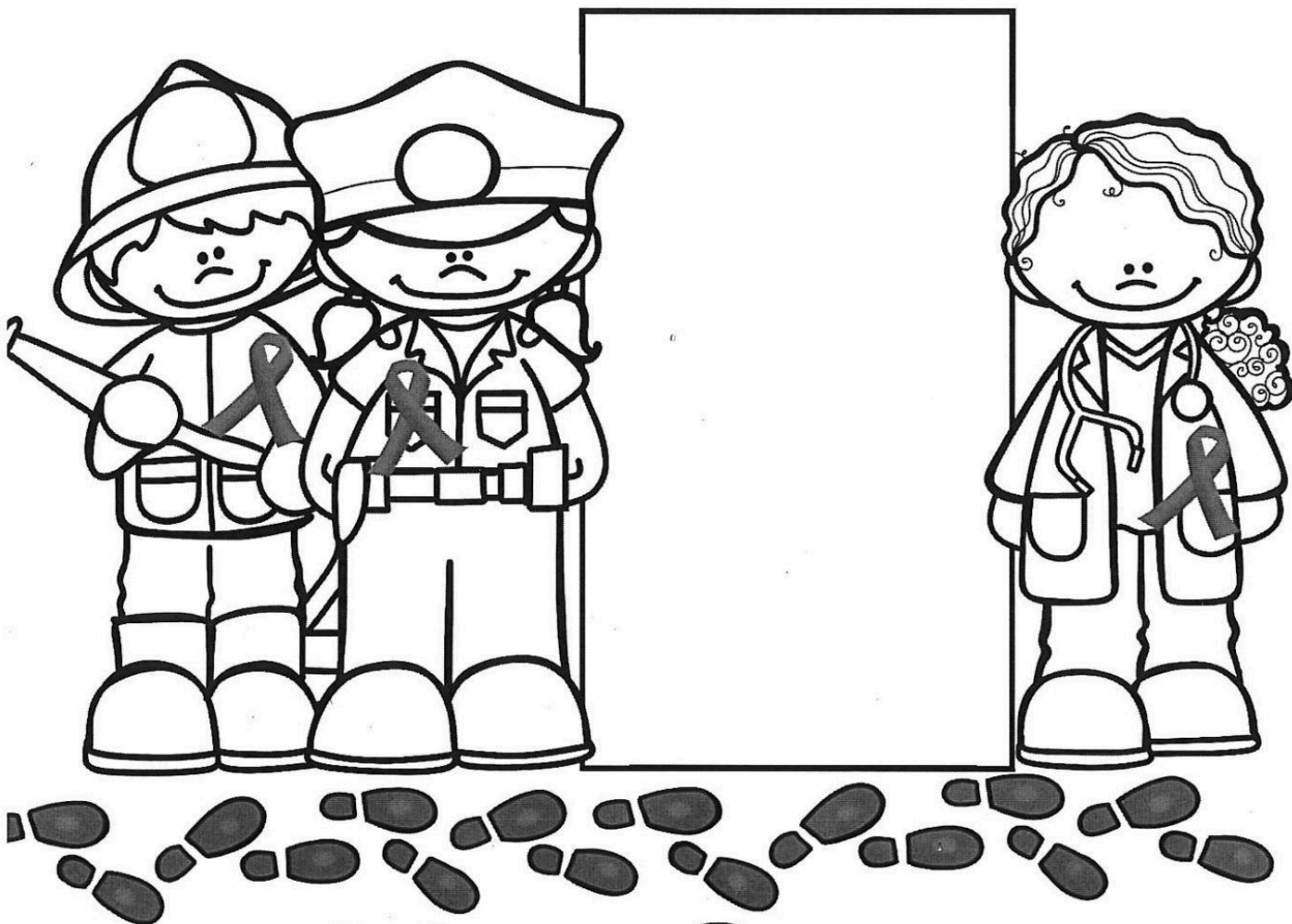
Necessary skills – These skills help you keep a job!

Name: _____ Grade K, 1, 2

This Trooper Sure Is Super!

Today, this student saw a video, to see the job of a police officer, a community helper!

Directions: Here are community helpers. Can you draw another job that helps the community?
Teacher can read these suggestions: mechanic, crossing guard, chef, teacher, vet, garbage collector, mailman, salesperson, computer support (IT)... can your class think of more?



Hi, I'm Shylee!
Can you remember
'Give me 5'?



Give me 5!
Show up
Every Day
On Time
Sober
With A Good Attitude!



Take A
Child To
Work
Day!

Bob
Rocks!

FOLLOW
YOUR
DREAMS!

This just in... "not everyone should go to college!"

Today, your child saw a 'Take A Child To Work Day' video that showed a tool and die shop that builds things that are Top Secret! Before filming, we generally needed to sign a waiver, which stated that we agreed to not capture photos of their products. Making parts that are used on the space shuttle or in jet planes would get the juices flowing for any child who can spend hours building things. When Bob was little, he was introduced to tool and die from his grandpa. His military experience gave him training that he uses to this day. A career in the military might not be for everyone, but the experience, education, and benefits of serving can far outweigh the student loans that come with the college for everyone' mentality.

College is simply not necessary for everyone in the competitive world of skilled trades. Having a skill and honing it in trade school, the military, or simply on the job can lead to a great job, a great career, and a great life! If your child has a skill, then shake off the notion that he or she needs to go to college. You might save countless thousands and your child can get a jump start into a dream career!



Your child could be building these someday, just like Bob from Layke tool!

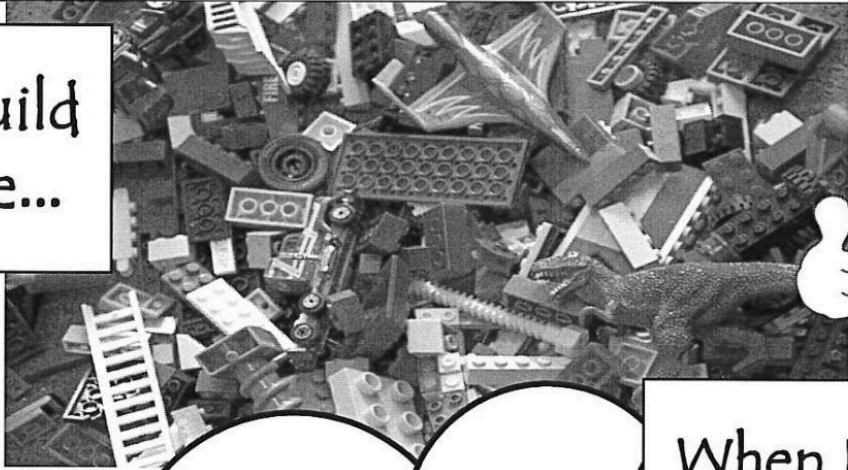
Name: _____ Grade k ,1,2,3,4

Top Secret

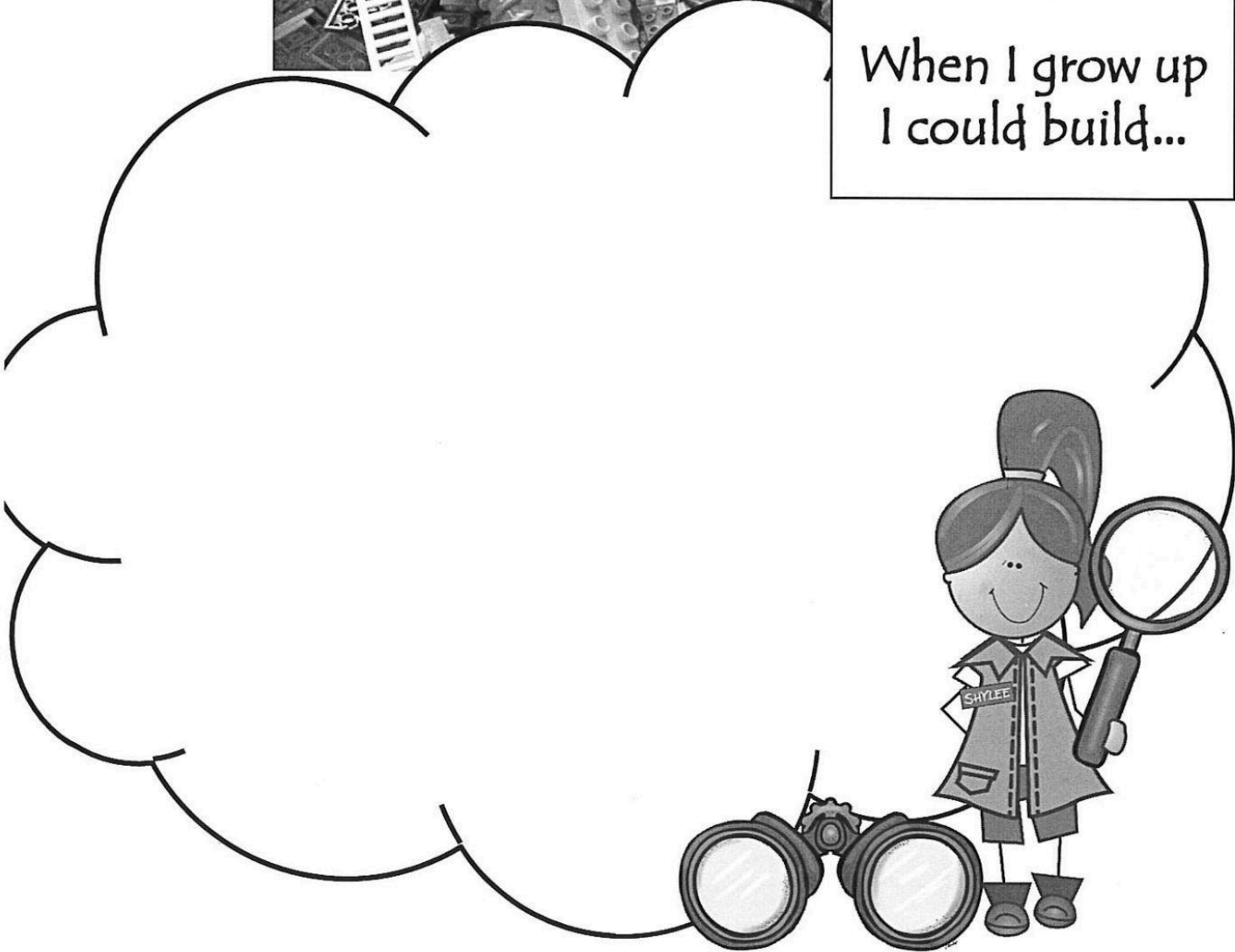
Today, this student saw behind the scenes at a tool shop. Children learned that amazing, 'top secret' parts are being built for the military and even NASA. These jobs take skills, and not always a college degree!

Directions: Have the children draw something that they could build when they grow up, just like Bob from Layke Tool.

Today I build with these...



When I grow up I could build...



Take A Child To Work Day!

Videos for teaching kids about
careers.

Tell us your
sparks!



Shylee interviews Brad, who
teaches how to do animation!

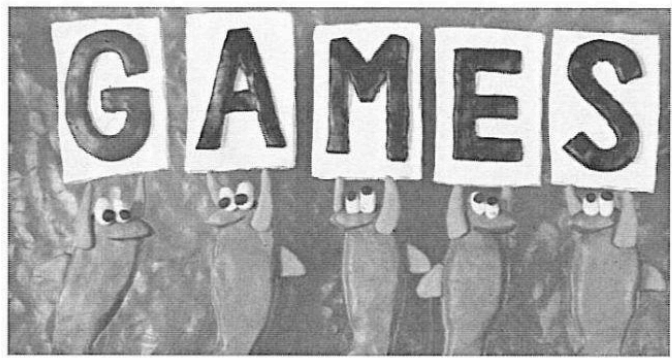
Kids at this age should be encouraged
to DREAM!

***If you ask children what they want to be when
they grow up, they will sometimes dream big!***

When children are young, the sky is the limit when
it comes to exploring careers. NFL football player
comes up quite a bit... police officer, fire fighter,
and of course, with the age of computers... many
kids want to create video games.

Millions of kids who like to play video games think
that a career in animation will be their dream job.
We tell kids to think about their 'sparks' and then,
to think about a job that could stem from their
favorite activities.

Today, your child saw a Take A Child To Work Day
Video that showed a person that has done just
that. Brad has worked on many kinds of
animation projects and his work was even on
Sesame Street!



***G is for Games debuted on
Sesame Street 2017.***

Dreaming is what being a kid is all about! Be a
'spark champion' who supports your child's wildest
goals, because at this age, 'sparks' will grow and
change! Young children will explore who they are
through play, so it is natural for them to stick to
what they know! Smile and enjoy, that your child's
career awareness has got to start somewhere! Go
with it!

- ***Spend some time talking to
your child about what you
wanted to be when you
were little.***
- ***Point out different careers
as you are out and about.***
- ***Remind your child, 'You can
be anything!'***

It's OK to
dream!



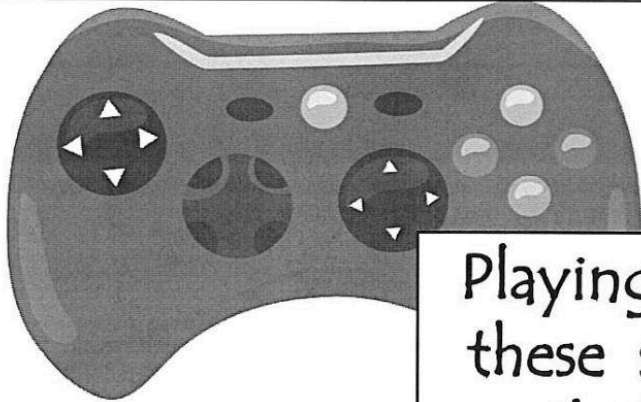
Name: _____

Grade K-1-2-3-4

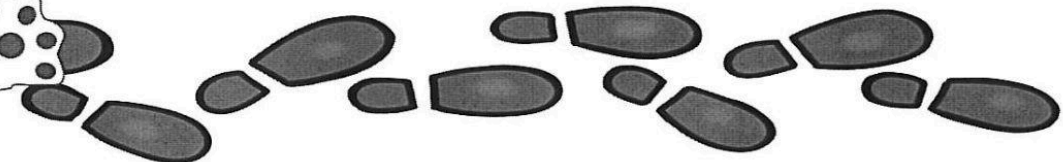
Amazing Animator

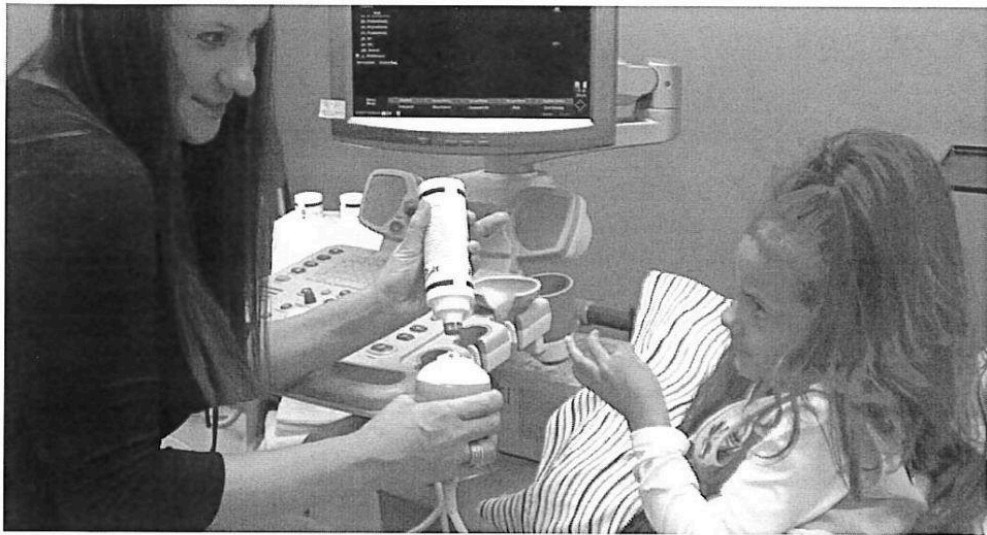
Today, this student saw a video about a career where video games, movies and cartoons begin... with an animator! Animators have an art spark but what kids don't know is it takes PATIENCE!

Directions: Have the children use the squares below to pretend they are an animator, using hand-drawn animation. Remind them that it will take PATIENCE!



Playing with
these starts
with this...





Lauren is a sonographer, owner of Pink or Blue.

Today, your child saw a Take A Child To Work Day Video with a career in the medical field. If your child has a 'spark' to help others, then a job in medicine could be a perfect fit.

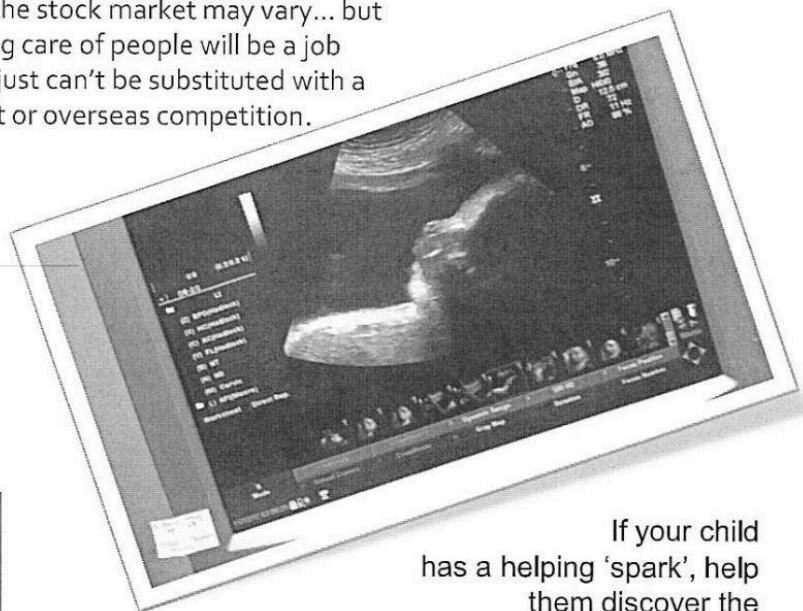
Even though Lauren went to college, skilled trades in the medical field can be learned in high school! Some people get an early start and attend career and technical centers. From there, some decide to go to college, but many students can get successful jobs right out of high school! This can be a real jump start to success!

Does your child like to take in stray and injured animals? Do they pretend to treat dolls with tender care? Do they have a special way with grandparents, always seeming to care about the welfare of others? If so, then your child could have the helping 'spark'!



Of course, most children who care about animals think that they will be a veterinarian, but you can harness their caring, little spirits to explore other options as well!

Little children with a passion for helping others will be the leaders of tomorrow. Economies may change and the stock market may vary... but taking care of people will be a job that just can't be substituted with a robot or overseas competition.



Take A Child To Work Day!

Lauren has a full time job, but also has her own, thriving business!

Lauren Rocks!

LAUREN IS AN
ENTREPRENEUR!

FOLLOW
YOUR
DREAMS!

If your child has a helping 'spark', help them discover the possibilities!

Lauren teaches Shylee all about being an entrepreneur!

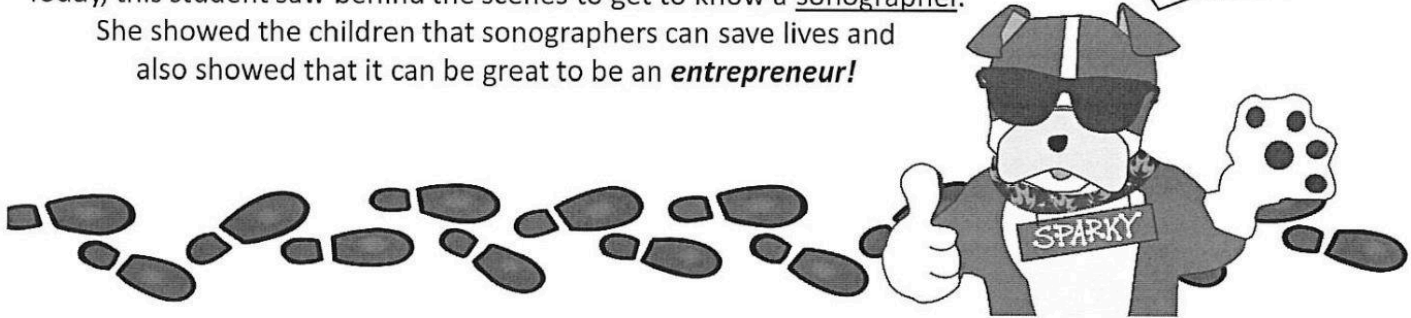
Name: _____

Grade k - 1 - 2 - 3 - 4

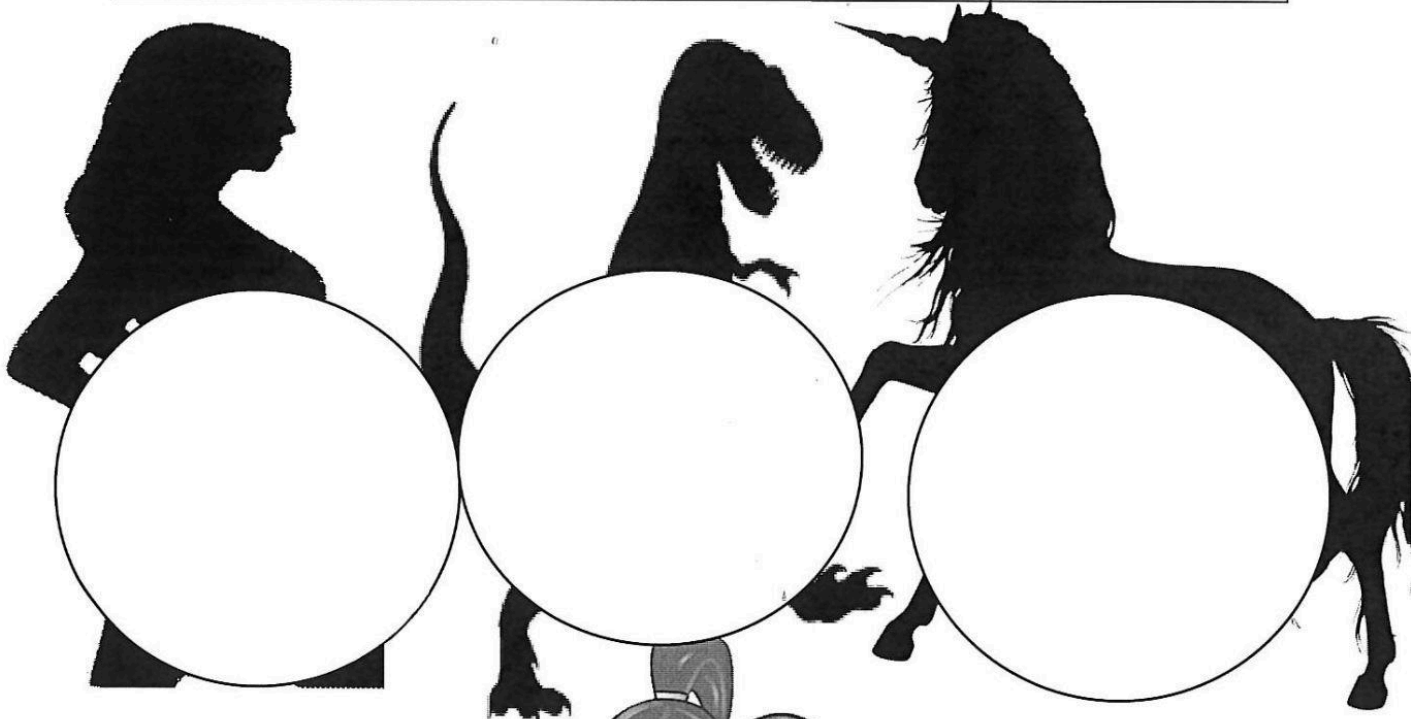
Oh Baby, Baby!

Today, this student saw behind the scenes to get to know a sonographer. She showed the children that sonographers can save lives and also showed that it can be great to be an **entrepreneur!**

You could help others **and** be an **entrepreneur!**



Directions: Have the children pretend to be a sonographer to draw what they think could be inside the characters below!



Helping others is a spark!



Entrepreneurs rock!



Take A Child To Work Day!

Today, your child saw a video about Alec Chien, world famous pianist!

Today your child saw a Take A Child To Work Day video about a dream career for the music lover. Alec Chien is a world famous piano player, and he has made a career out of his passion for the piano. He describes his true 'spark' is really God, and he is unapologetic about it! 'Sparks' are your passions, hobbies, and interests that lift you up, excite your soul and give you purpose.



Alec is a performer!



Alec gives Shylee a lesson!



If you like to play an instrument, you could be a performer!

Alec's job path is most interesting... he didn't work at McDonald's, he never had a job at the local hardware store, he never even had time for that, because he was practicing his piano skills. He shares that for him, it became 'inevitable' that he would be a performer.

He teaches students that "practice makes permanent" If you practice something over and over, it will make it 'permanent'. This makes sense if you are talking about piano, your golf swing, making a foul shot, or even typing. If you are going to practice, then make it right, or you could be making 'permanent' the wrong note, golf slice, air ball or typos.

The next time your child complains about going to practice, remind him / her about Alec, because his perseverance and determination to succeed have taken him all over the world as a sought after pianist who fetches sold out theatres and venues.

Practice makes permanent!

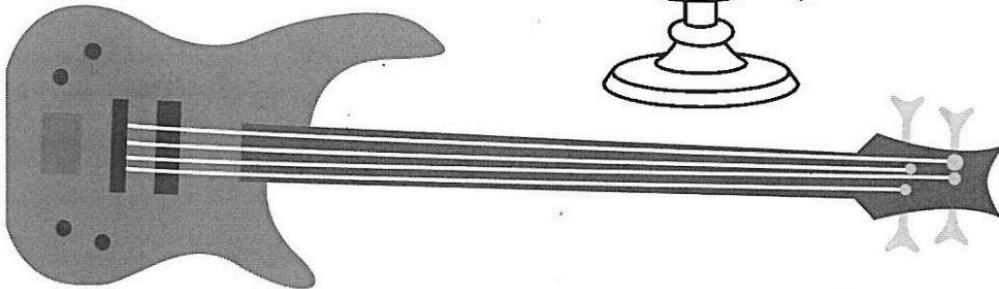
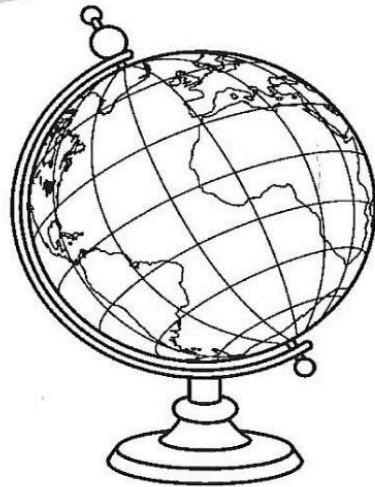
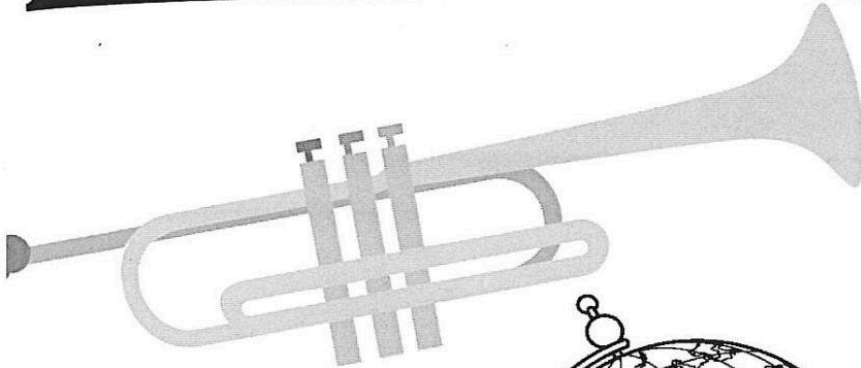
Name: _____

Grade k -1-2-3

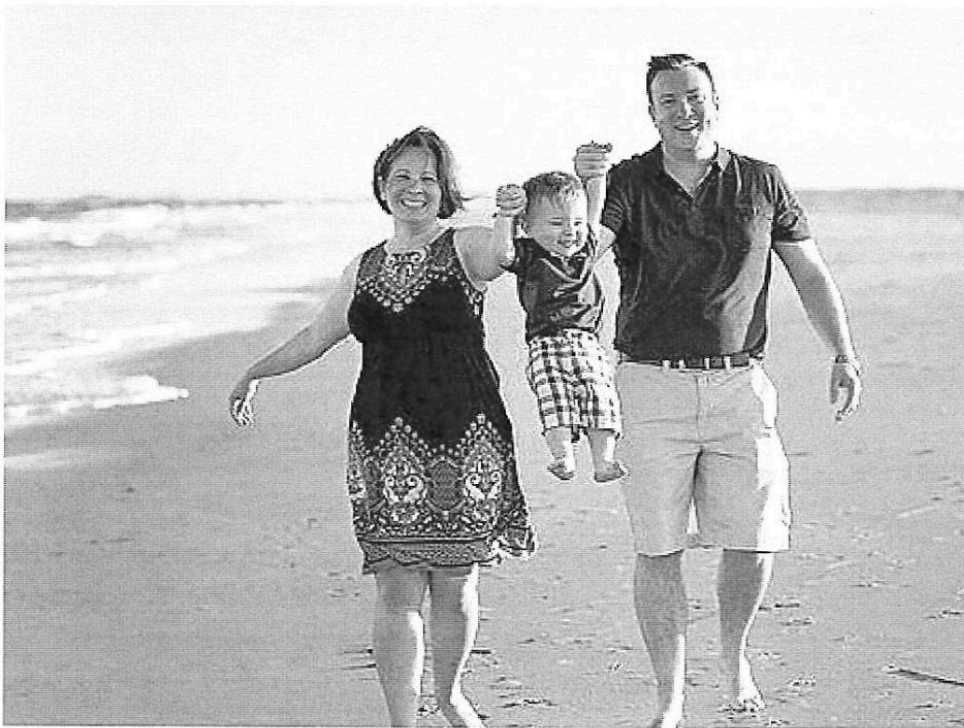
Practice Makes Permanent!

Today, this student saw a video about a career where Alec Chien, a famous piano player who has traveled all around the world! Who knows where your career will take you?

Have the children color the instruments that they could use to perform, like Alec.
Music sparks can lead to careers where people travel around the world!



Videos teach children about business!



You can be a 'SPARK CHAMPION' – notice and nurture your child's sparks!

Recycling Rock Star!

Nancy recycles
crayons... what
is your
business idea?

Sparky loves your sparks!

Recycling Rock Star –

Today your child saw a video about Nancy, a professor at Gannon University by day, and an entrepreneur by night. She saw that some kids have a hard time holding on to traditional, little, slippery crayons, so... she created a new kind of crayon that everyone can hold called the "Effortless Art Crayons"! They are made from donated, old, broken crayons into something new and helpful for others.

The light bulb came on –

Nancy talked about how the 'light bulb' in her mind came on and her idea of making these crayons. Inspiration for making the world a better place can be a first step in being an entrepreneur! Sometimes our frustrations can lead to inspiration!

Who knows where inspiration can begin –

Listen to your children and help them to think through life's frustrations... it may lead to an idea to help make this world a better place! Necessity is the mother of invention. Be a **spark champion** and help your child think of ways to solve problems... you never know... your child might be an inventor with the next big idea! The 'light bulb' could lead to great experiences for your young entrepreneur! Support, encourage, and praise your child's 'light bulb' moments!



You can contact Nancy at:
www.twosparrows.com

Join the recycling fun!

Name: _____

Grade k - 1 -2-3-4

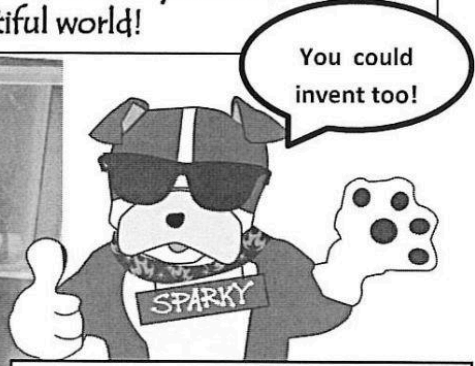
Rock Star Recycler!

Today, this student saw someone that is making the world a better place by RECYCLING!

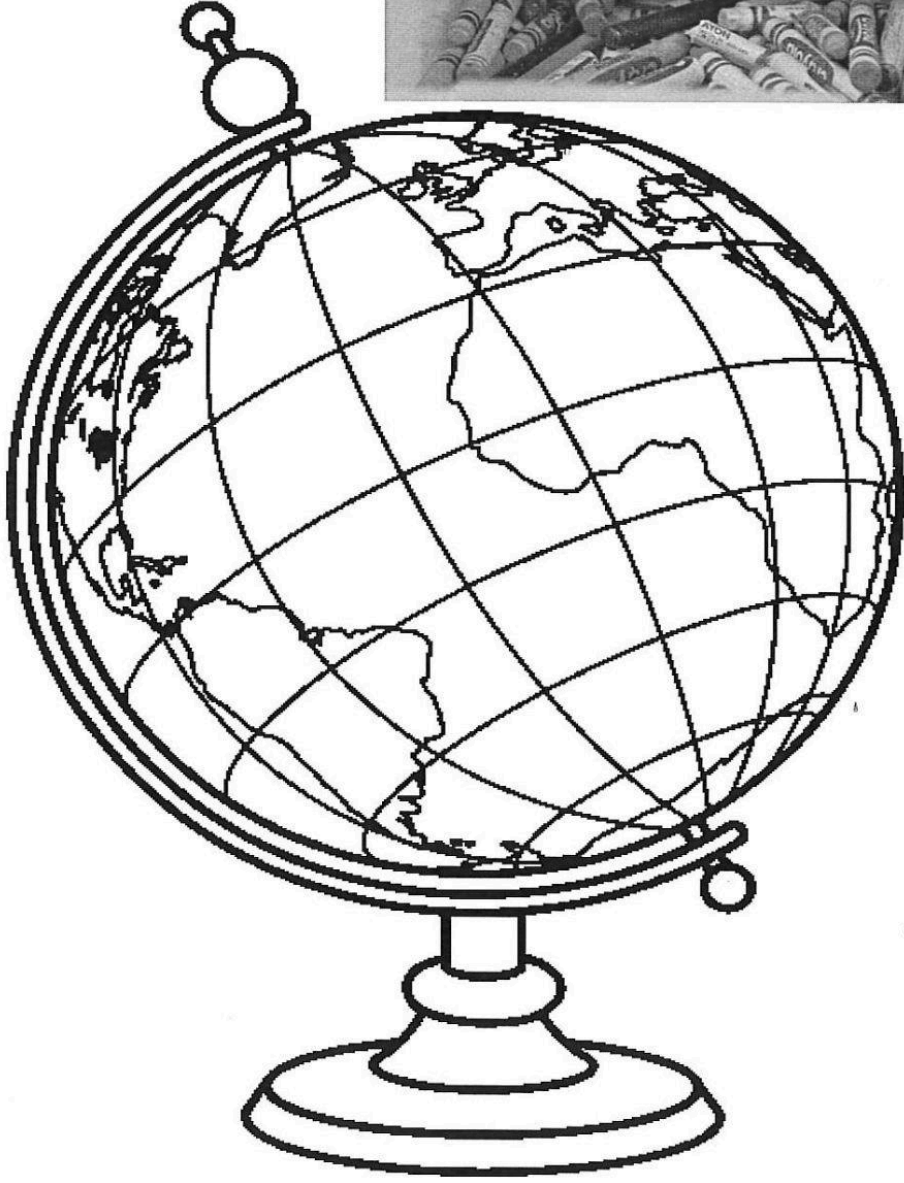
People who love the planet, who care about the environment, have a special 'spark'!

Directions: Have the children go through crayon bins that hold old, broken crayons that could be recycled. Below, have the children color a beautiful world!

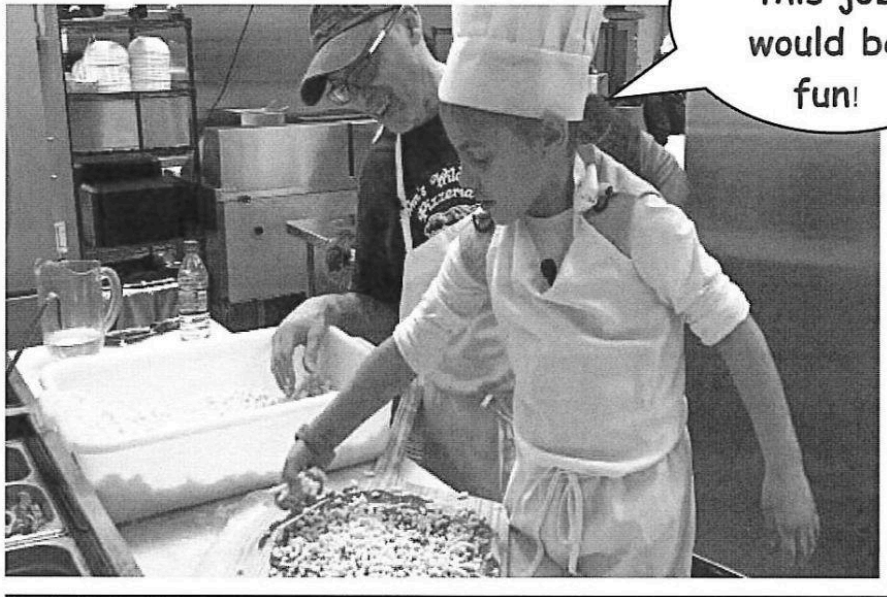
When we recycle these...



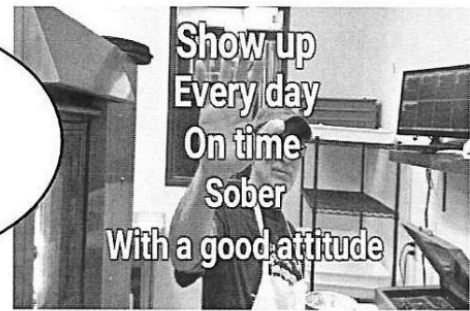
...it can make the world a better place!



Take A Child To Work Day



I knew
this job
would be
fun!



Give me 5!

These words above used to be called 'soft skills, but anyone who has a job can tell you that these skills are 'NECESSARY'. Some people say that kids these days don't know what work ethic is all about... well your child is being taught 'Give me 5' at this early age. Just imagine the impact when he / she grows up!

John from John Wildwood's Pizzeria has many employees that work for him, and he values those employees that 'give him 5'!

Perfect Pizza!

Today, your child saw what it's like to work behind the scenes at a pizza shop... not just any pizza shop... John Wildwood's Pizzeria! He showed us what it is like in the kitchen, tossed pizza dough high into the air, and impressed us all with his pizza making skill.

For kids with a spark for cooking, working in a pizza shop could be a dream job! If your child is always at your side while you're in the kitchen, offering to help and wanting to get involved, then possibly he / she has a cooking spark.

If we are lucky, our careers start with a spark! Your sparks are your passions, hobbies and things that make life exciting. If your child is showing a 'spark', then be a 'spark champion' and give a thought to how their lives can be enriched if he / she is able to pursue a career that can be filled with fulfillment. People who enjoy their jobs are happier, of course, but also change jobs less frequently, leading to higher earning potential. If we are happy at our jobs, we stay there longer, receive better benefits, possibly start retirement funds, and so on.

Taking your child to work is such a great experience for you both!

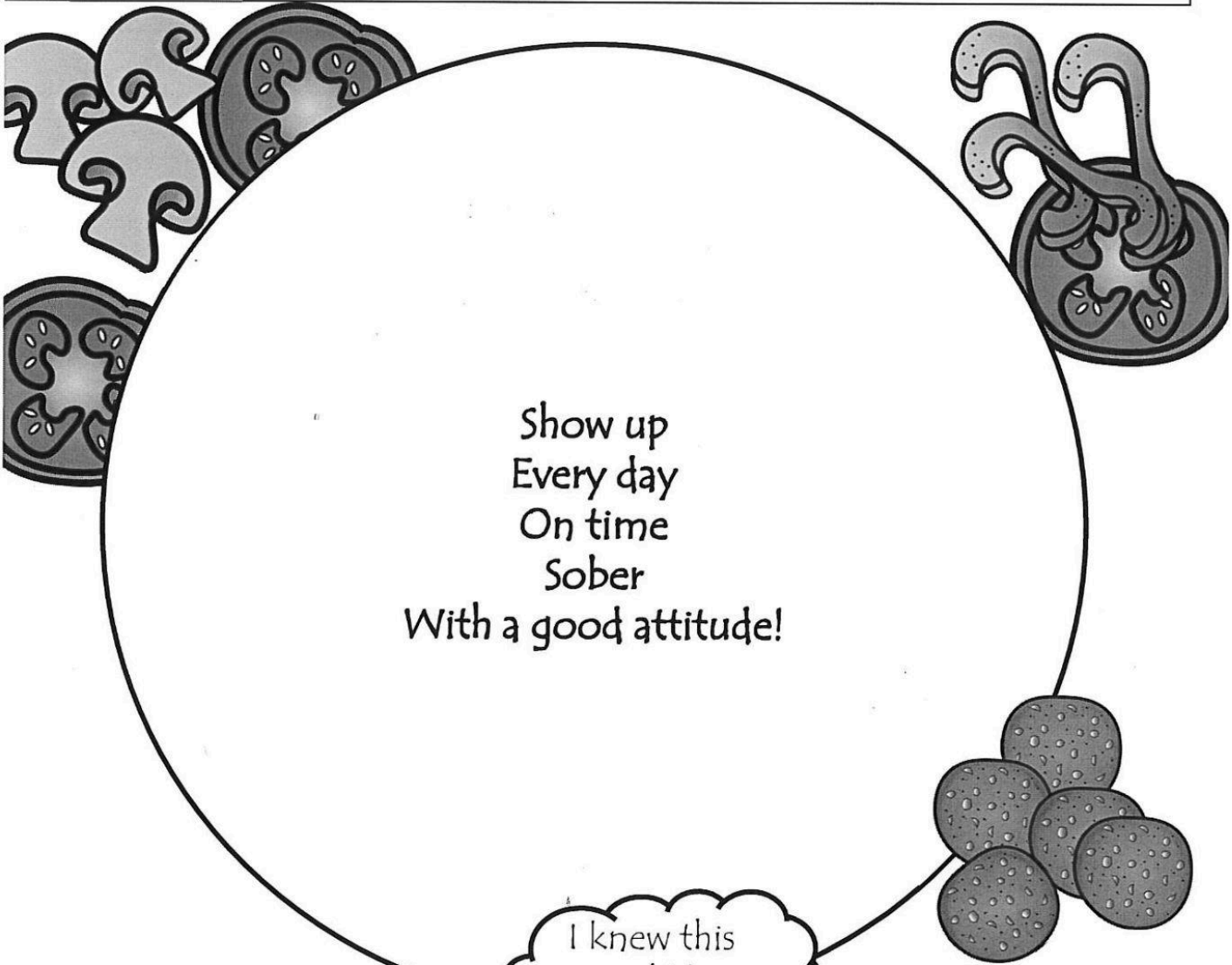


Name: _____ Grade 1 ,2, 3 ,4

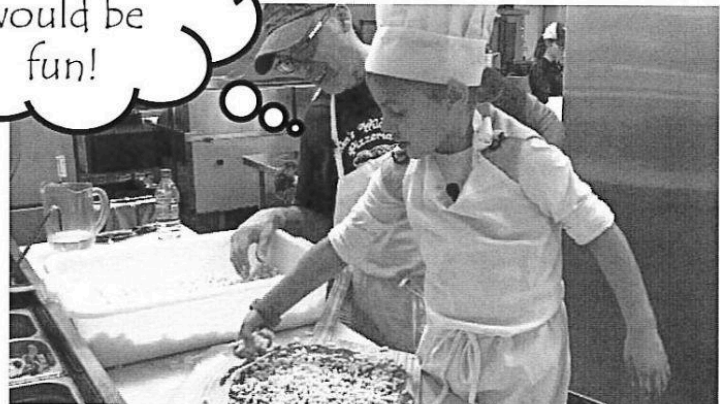
Perfect Pizza

Today, this student saw behind the scenes to see how to make pizza with a famous entrepreneur!
 He wants his workers to 'Give him 5'! Cooking sparks can lead to tasty careers!

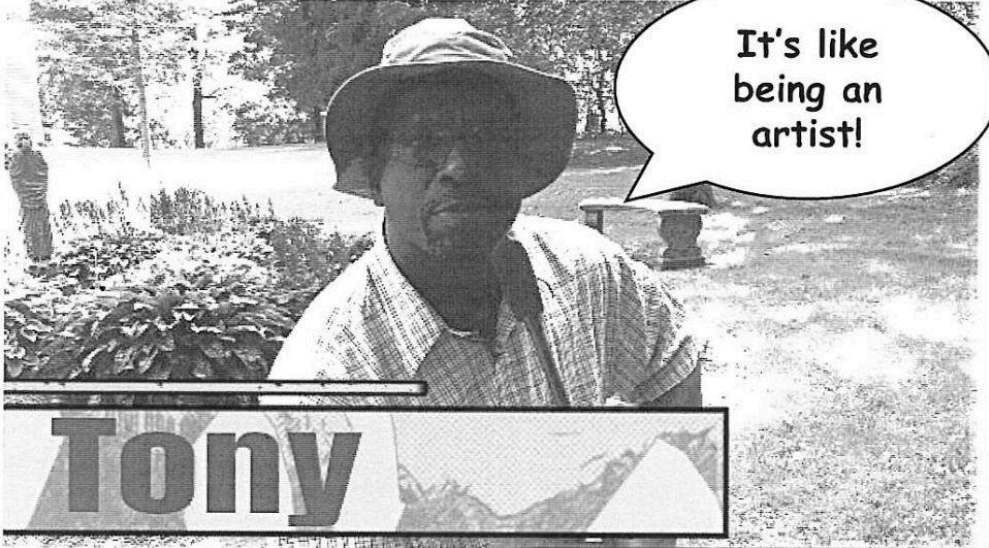
Directions: Have the children decorate the pizza to dream about a cooking career.



I knew this would be fun!



**Got GRIT?
Don't quit!**



Take A Child To Work Day!

Your child saw a video about what it's like to be a landscaper!

Tony taught kids to have GRIT!

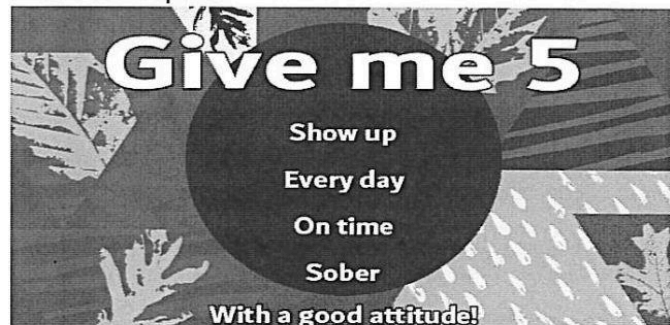
Shylee finds out that some careers take more than just brains, landscapers need muscles too!

Some careers help make the world a more beautiful place. Tony, who calls himself 'The Chocolate Landscaper' teaches the kids in this Take A Child To Work Day video, that he feels good about seeing a job well done! Landscaping is perfect for him because he can use his hands, he can feel connected to the earth, and he doesn't have to punch a clock, like some jobs require. He is a family man, and is a youth minister at his church; his flexibility with his landscaping job allows him to pursue these other things that are important to him.

Think about your own child. Does he / she love a challenge, like getting dirty hands and also happen to be creative? Well, why not consider a career in landscaping? It can be easy to start with just some basics!

A lawn mower and some motivation could be the beginning of a fulfilling career, bringing out the best in nature and where you can make your own schedule... one of the many benefits of being an entrepreneur! One thing this career takes is GRIT! Don't quit, have GRIT!

Teach your children to have GRIT and no matter what job they have someday, they will know to work hard, and not quit!



Name: _____ Grade 1 ,2, 3 ,4

Have GRIT, Don't Quit!

Today, this student saw Tony, the landscaper, who taught the children to 'have GRIT'!

Directions: Have the children match the person with the reason they show they have grit!
Below, have the kids describe 'grit'. Discuss!



Wayne Gretzky
Hockey player

Danica Patrick
Sports car driver


Jackie Robinson
Baseball player

Serena Williams
Tennis Player

Linsey Vonn
Skier

Michael Jordan
Basketball player

Grit is: _____

We  our dentist!



Shylee talks to Dr. Crocker about being a dentist.

**Take A
Child To
Work Day!**

Your child saw
a video about
becoming a
dentist!

Helping
others is just
part of the
mission!

What would you think if your child came home and said he or she wanted to be a dentist? More than likely, you would have a flashback to your last dental visit. If you are a patient of Dr. Crocker, then it is highly likely that you had a positive experience!

Dr. Crocker tells Shylee that being a dentist is rewarding because she always feels as if she is trying to solve a mystery! I'll bet that you never thought of a dentist needing to solve mysteries, but a good dentist is always a step ahead, trying to make life better for her patients.

Dr. Crocker taught the children today about being 'RESPONSIBLE'. As a dentist, she has numerous responsibilities and reasons to

try her best for her patients and her staff. As a business owner, she needs to be organized and dependable.

Encourage your child to be RESPONSIBLE by giving age-appropriate tasks and then holding him or her accountable for accomplishing them! When children are responsible, then they will turn into responsible adults, too!

Learning
never ends
when you are
a dentist!

Help your child to learn
to be **responsible!**



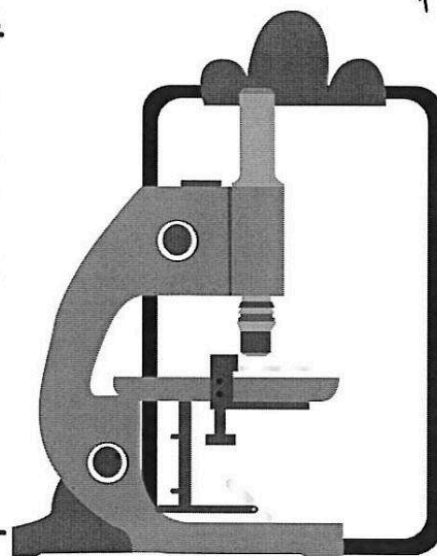
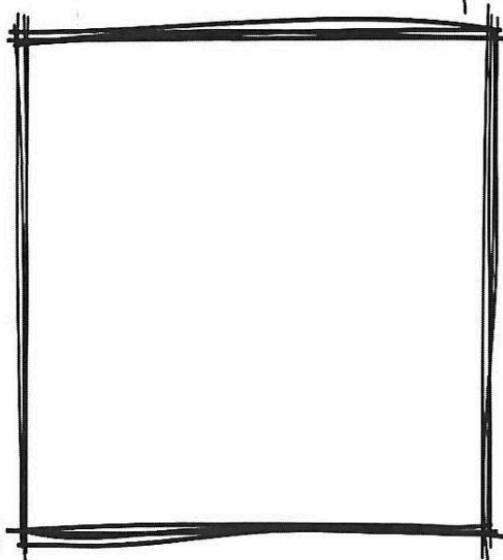
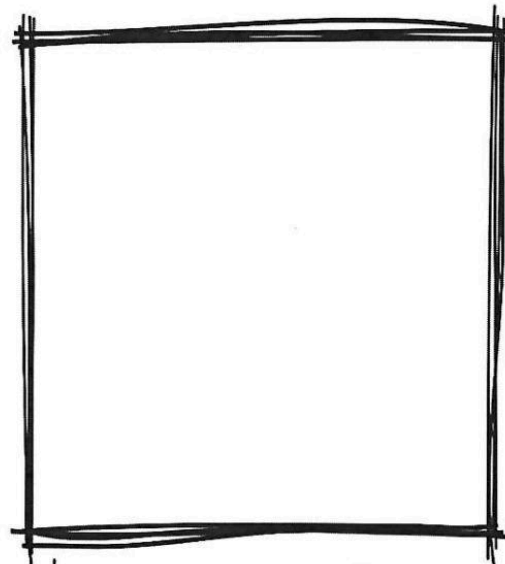
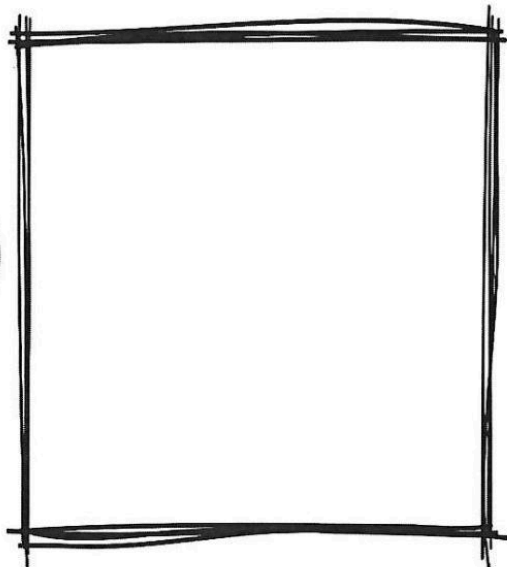
Name: _____

This Dentist Is The 'Bestice'!

Today, this student saw behind the scenes of a dentist!
Dr. Crocker Taught the children about being 'responsible'.



Directions: A dentist must be responsible for many things... Draw three things that you do that show you are responsible. (Example: feed your dog, do your homework, clean your room, follow the rules)



There are many careers with animals!

Take a child to work day!

Your child saw a video about a marine biologist who works at an aquarium!



Terrific Tuxedos!

JUSTINE CROWLEY

Kids who love animals can get excited about animal friendly careers!

Today your child saw a Take A Child To Work Day Video that highlighted someone who works at the PPG Aquarium in Pittsburgh. Marine Biologist Justine, shared that **VOLUNTEERING** and doing **INTERNSHIPS** were important parts of her getting her current position.

Today, graduates are expected to have a resume with many experiences helping others. You and your family can start the tradition of helping others right now by finding opportunities to help others in your own community.

Imagine how proud your child would be if your family worked together to clean up a beach, or to serve a warm meal to the homeless, or to simply help out on the next class trip.



When you look for opportunities to volunteer, then your child will feel amazing and remember how it felt to give.

Just imagine how your animal loving child would love to be in Justine's shoes. Be a cool **'spark champion'** and support your child's interests and spirit of volunteering! It may end up getting them a dream job someday!

Name: _____ Grade: 1, 2, 3, 4

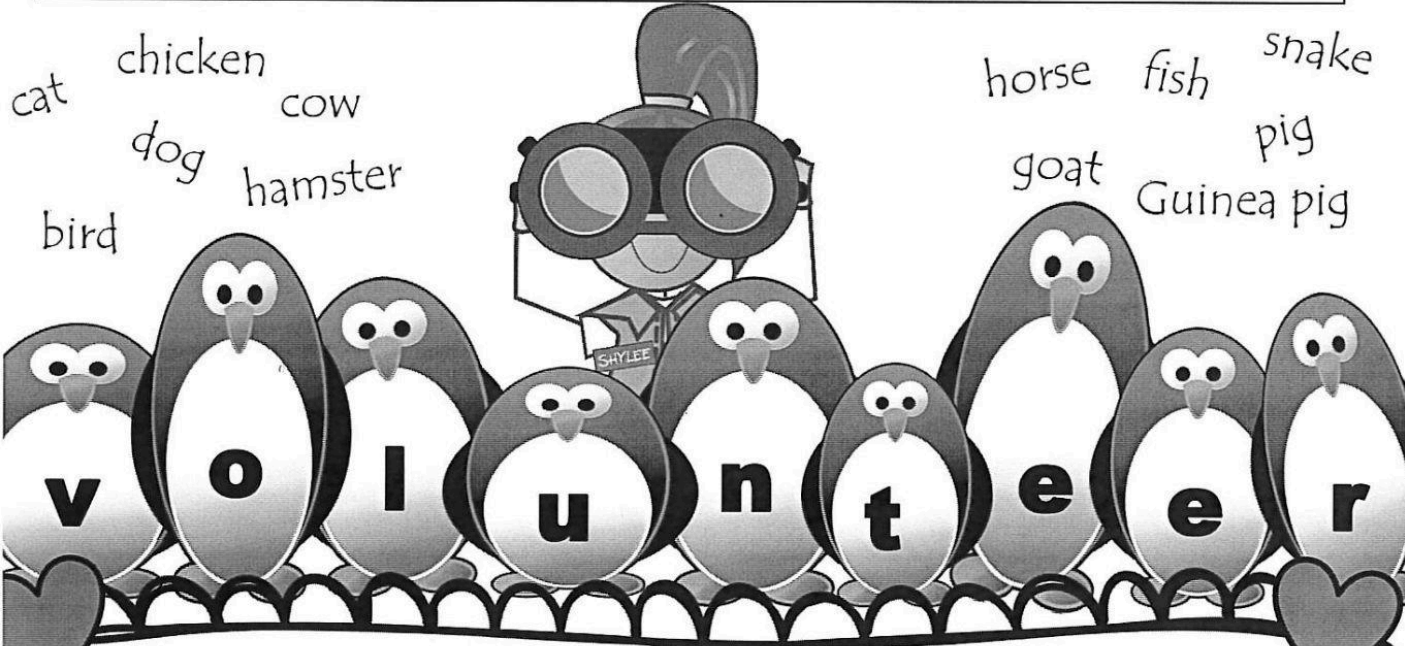


Terrific Tuxedos



Today, this student saw the job of an aquarium zoo keeper with a penguin experience. Kids who love animals have many careers to choose from, and they can make the world a better place when they volunteer!

Directions: Kids help take care of animals all the time! Draw a picture below if you have ever volunteered to take care of a pet or an animal.



Naviance Program

PA CEW Artifact Checklist

Freedom Area School District

Task	Completion Trigger	CEW	13.1 Career Awareness & Preparation	13.2 Career Acquisition	13.3 Career Retention & Advancement
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Grade 3

-- Grades 3 - 5 --

Grade 4

"A Job For Me"	Student research and fills out graphic organizer	13.1.5	1		

Grade 5

Set a Basic Goal		13.3.5			1
Career Day	Student Fills out graphic organizer and reflection	13.1.5, 13.2.5, 13.3.5	1	1	1
Roadtrip Nation -Find clips from the Entrepreneurship section that would be appropriate for 5th graders -Show whole class -Naviance reflection questions to satisfy 13.4 description ----Entrepreneurial traits ----Traditional v. entrepreneurial employment (differences in what your day look likes, how money is made, "job happiness")		13.4.5			

Standards for Grades 3-5

2

1

2

Task	Completion Trigger	CEW	13.1 Career Awareness & Preparation	13.2 Career Acquisition	13.3 Career Retention & Advancement
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-- Grades 6 - 8 --

Set a Basic Goal		13.3.8			1
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Complete StrengthsExplorer reflection	Student completes a survey	13.1.11	1		
Complete Learning Style Inventory assessment	Tracked by system				
Update/build Resume		13.2.11		1	
Student Portfolio	Student creates Individual Student portfolio				
Career research and portfolio	Student creates Individual Student portfolio	13.1.11,13.2.11	1	1	1
Freshman Forum Presentation	Student creates presentation of career/rubric	13.3.11			1
Individual Academic and Career Plan	Student creates plan	13.1.8	1	1	1
Grade 10					
Set a SMART Goal		13.3.11			1
Complete Roadtrip Nation Reflection (and watch videos)		13.1.11, 13.2.11, 13.4.11	1	1	
Complete Do What You Are assessment	Tracked by system	Back-up evidence			
Add 7 or more Careers to Favorites List	Student adds at least 4 careers	13.1.11	1		
Complete Do What You Are reflection	Student completes a survey	13.1.11	1		
Complete MI Advantage assessment	Tracked by system	Back-up evidence			
Add 4 or more Careers to Favorites List	Student adds at least 4 careers	13.1.1.	1		
Complete MI Advantage reflection	Student completes a survey	13.1.11	1		
Update/build Resume	Student completes resume	13.2.11		1	
Complete Game Plan Survey	Student completes survey				
Career research	Student researches and presents career	13.1.11, 13.2.11,	1	1	1
Mock Interview	Student is assessed based on rubric	13.3.11			1
Success in the New Economy	Students completes Graphic Organizer on career objectives	13.1.11, 13.2.11,1	1	1	1
Individual Academic and Career Plan	Student creates plan	13.1.8	1		
Grade 11					
Set a SMART Goal		13.3.11			1
Update/build Resume		13.2.11		1	
Complete Career Interest Profiler assessment	Tracked by system	Back-up evidence			
Add 4 or more Careers to Favorites List	Student adds at least 4 careers	13.1.11	1		
Complete Career Interest Profiler reflection	Student completes a survey	13.1.11	1		

Scope & Sequence 6-12: DRAFT

Freedom Area School District



5th Grade Program - Class of 2026

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

6th Grade Program - Class of 2025

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

7th Grade Program - Class of 2024

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

8th Grade Program - Class of 2023

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

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

9th Grade Program - Class of 2022

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

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

10th Grade Program - Class of 2021

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

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

Complete Career Interest Profiler assessment	30-40 min	Students will complete an assessment uncovering their Holland Interest Codes and accompanying best-fit careers.			100% of students complete assessment	Tracked by system
Add 7 or more Careers to Favorites List	15 min	Students will add careers that are of interest to their Favorites List.			100% of students add careers	Student adds at least 7 careers
Complete Career Interest Profiler reflection	5-10 min	Students will justify if they believe the assessment results accurately describes them and their interests. Students will provide an interesting career fact about a newly suggested career.			100% of students complete reflection	Student completes a survey
Complete the Advanced College Search	10+ min	Students will complete a search to uncover best-fit post-secondary institutions.			100% of students complete the search	Tracked by system
Add 3 or more Colleges to Favorites List (Colleges I'm Thinking About)	10+ min	Students will add colleges that are of interest to their Favorites List.			100% of students add colleges	Student adds at least 3 colleges
Complete SuperMatch college search	15+ min	Students will complete a search to uncover best-fit post-secondary institutions.			100% of students complete the search	Tracked by system
Complete Game Plan Survey	10-15 min	Students will complete a survey indicating their post-secondary preferences.			100% complete the survey	Tracked by system

12th Grade Program - Class of 2019

<u>Task</u>	<u>Duration</u>	<u>Learning Objective(s)</u>	<u>Owner</u> <i>Specific</i>	<u>Timeline</u> <i>Date, Time/PD, Place</i>	<u>Metric of Success</u>	<u>Completion Trigger</u>
Set a SMART Goal	5+ min	Students will set a goal.			100% of students add a goal	Student adds a goal
Update/build Resume	10+ min	Students will construct/build a resume.			100% of students build resume	Tracked by system
Complete Graduation Survey	10-15 min	Students will complete a survey indicating their intended post-secondary plans and scholarships earned.			100% complete the survey	Tracked by system

C. Stakeholder Engagement Items of the Plan 10-11

10. Stakeholder Engagement:

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

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

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

STAKEHOLDER: EDUCATOR

"Big Idea"	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
To connect outside sources to our school staff	During the 2024-2025 school year, connect staff to outside resources for the career development program.	13.1.11A/D/F /H 13.3.8/11/D 13.1.5.D	K-12	Connect students with alumni who are valuable career resources; Provide all faculty a list of local resources for potential classroom guest speakers from area colleges and businesses.	Number of teachers that host an outside speaker; Number of teachers that participate	During the 2024-2025 school year; During the 2024-2025 school year
To connect school staff more to the BC-CTC	During the 2024-2025 school year, increase staff participation in the Beaver County Career and Technology Center from 1 to 2 staff members which take a field trip to the CTC.	13.1.11A/D/F /H	K-12	Teachers will tour BC-CTC and rotate through the various shops to learn what they offer; To accomplish this, one Elementary, Middle School, and High School teacher will be invited to serve as a chaperone for the BC-CTC sophomore field trip.	Staff in attendance	During the 2024-2025 school year
Determine how to educate your staff about the career development program	During the 2024-2025 school year, increase staff understanding of the K-12 School Guidance Plan (Chapter 339).	13.1 13.2 13.3 13.4	K-12	In-Service teachers on the K-12 School Guidance Plan; The district School Counselors will meet monthly.	Professional development /survey/sign-in sheet; Number of meetings	During the 2024-2025 school year

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

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

STAKEHOLDER: PARENTS

“Big Idea”	Program Goal “Smart Format”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Educate parents regarding the K-12 Comprehensive Guidance Program	<p>During the 2024-2025 school year, parents will be asked to serve on the Advisory Council;</p> <p>During the 2024-2025 school year, parents will be educated about the career development plan.</p>	13.1 13.2 13.3 13.4	K-12	<p>Parents will be invited to serve on the advisory council, which will increase their understanding of the K-12 program;</p> <p>Parents will be educated about the counseling program and the K-12 plan via the</p>	<p>Number of parents appointed to advisory council;</p> <p>Parent usage data</p>	<p>2024-2025 school year, /Ongoing;</p> <p>2024-2025 school year, /Ongoing</p>

				Naviance program, the school district website, emails, and automated phone calls encouraging them to visit the website to view the career development plan.	from Naviance	
Educate parents regarding the BC-CTC and all post-secondary options.	<p>During the 2024-2025 school year, share and promote materials at Open House to increase parents' awareness of the BC-CTC's Open House;</p> <p>During the 2024-2025 school year, share with parents, in order to promote an understanding of post-secondary options.</p>	13.1 13.2 13.3 13.4	K-12	<p>An email will be sent to parents regarding the Open House, orientation timeline, and process for the BC-CTC; This information will be on the Guidance Website as well; Will have the MS and ES connected to this section of the website.</p> <p>BC-CTC flyers will be available at the district's open houses too; Will advertise through emails and phone calls, the guidance website under the Career Planning Section.</p>	<p>Verbal feedback;</p> <p>Verbal feedback</p>	<p>Fall 2024;</p> <p>During the 2024-2025 school year</p>
Connect parents to an outside (community) resource to learn more about local career opportunities.	<p>During the 2024-2025 school year, make parents aware of the high school guidance page;</p> <p>During 2024-2025 school year, Open House, make resources available to parents to increase their familiarity with career resources by 3 methods.</p>	13.1 13.2 13.3 13.4	K-12	A letter will be sent home to parents at the beginning of the school year, explaining the counseling program; It will note that the K-12 Guidance Plan is available on the district website; And the letter will determine a date and time for an event explaining the career development plan;	<p>Parent survey;</p> <p>Number of parents attending</p>	<p>Once per year;</p> <p>Once per year in the fall semester</p>

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

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

STAKEHOLDER: BUSINESS & COMMUNITY

"Big Idea"	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Connect with and build outside networks to develop a Career Development Program	During 2024/2025 school year, we will build relationships with businesses and community members across grade levels, adding at least 1 new business each year; During 2024-2025 school year school year, increase networking between school & business by two resources; During 2024-2025 1 school year school year, hold one advisory council meeting with new resources present.	13.1.3.E 13.1.3. H 13.1.3F/G 13.3.3 G	K-12	Business and Community members will be invited to serve on the Advisory Council to increase our collaboration with available community resources; Examples of activities include classroom presentations by Former Alumni, During PLT, Career Day, Science Fair, Guest classroom Speakers; To continue to develop a partnership with community organizations, post-secondary schools and businesses to assisting in providing a variety of opportunities for our students	Number of businesses & community members on Advisory Council; Verbal and written follow up; Number of businesses involved	2024/2025 school year; 2025/2026 school year
Develop a new Career Plan activity for students outside the building	During the 2024-2025 school year, increase number of students participating in career shadowing opportunities; During 2024-2025 school year students will engage in regularly scheduled field trips to explore a variety of career opportunities; During 2024-2025school year, increase number of students participating in apprenticeship/ internship programs	13.1.3.E 13.1.3. H 13.1.3F/G 13.3.3 G	7-12	Provide and promote opportunity for career exploration in relation to student specific interest areas; Promote and encourage student attendance on field trips to explore a variety of career opportunities. At the elementary level, emphasize career opportunities as a natural extension when participating in scheduled field trips; Promote and encourage students to apply for apprenticeship /internship programs in areas of interest.	Verbal Feedback; Attendance and verbal feedback; Verbal feedback	2024/2025 school year; 2025/2026

Continue to foster relationships between business and school	During the 2024-2025 school year, increase number of opportunities for business to meet with faculty & students	13.1 13.2 13.3 13.4	K-12	At least 1 new business for 1 teacher at each grade level	Attendance and verbal feedback	2024-2025 school year
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POST SECONDARY	How Postsecondary partners benefit from the K-12 Guidance Program	How postsecondary partners assist with the delivery of the K-12 Guidance Program
	The Partnerships with the post-secondary schools are a valuable asset to the counseling program. This collaboration will enable students to have exposure and opportunities to various post-secondary settings to support and guide the student's future success. Opportunities can include, but not limited to college campus visits, college meetings, Dual Enrollment, and College in the High School.	Post-Secondary representatives will help with the delivery of the comprehensive plan by serving on the Advisory Committee.

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

STAKEHOLDER: POSTSECONDARY

"Big Idea"	Program Goal "Smart Format"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Increase Parent and Staff Awareness of Post-Secondary Options	During the 2024-2025 school year, share and promote, develop and publish a comprehensive list of the range of options for post-secondary training; During the 2024-2025 school year, share, promote, and increase networking between school & post-secondary options; During the 2024-2025 school year, share, promote, and increase awareness of new trends in the post-secondary setting.	13.1 13.2 13.3 13.4	K 12	Options will be shared through individual student/parent interactions, classroom presentations, as well as through media (website, mass emails, mail, newsletters, 339 plan, etc); To continue to use student newspaper, promote events on website, social media, through email blasts, Bulldog Beat (Student TV station), classroom presentations, Café Mini college fairs, National College Fair; Promote the videos "Success in the New Economy," "Flipping the College Decision Making Paradigm," "The Insufficient Degree," and "4 Skills and 4 Steps to a Successful Career." These videos will be posted on the school district website and via emails to parents.	Verbal and written feedback; Verbal and written feedback; Verbal and written feedback	During the 2024-2025 school year; During the 2024-2025 school year; During the 2024-2025 school year
Create Student Awareness of Unfamiliar Post-Secondary Resources	During the 2024-2025 school year, share, promote, and increase number of students attending college fair; During the 2024-2025 school year, share, promote, and increase awareness of a variety of post-secondary schools; During the 2024-2025 school year,	13.1 13.2 13.3 13.4	K-12	Promote junior students to attend and provide transportation to events. National College Fair, "What your Major Monday," Program. Guest Speakers, Career Dress Up Day. Options will be shared through Naviance, individual student interactions, and classroom presentations	Reflection form in English; Verbal and/or written feedback; Utilize Naviance	During the 2024-2025 school year; During the 2024-2025 school year; During the

	students will use the Naviance program to explore the range of options for post-secondary				completion data	2024-2025 school year
Students will be able to identify and pursue career interests and understand a variety of post-secondary service/ work/ educational options	Students will review and compare interest/skills inventories across grade levels; Students will identify a plan for career development after HS graduation; Seniors will present their post-secondary plans to a panel of educators	3.1 13.2 13.3 13.4	K-12	Students will complete interest inventories in multiple grade levels; Students will complete Senior Project exit surveys summarizing plans after graduation; Seniors will share and present their plan to their peers	Naviance data; Completion of Career Portfolio; verbal presentation and student survey	During the 2024-2025 school year; May 2025; May 2025

11. School Guidance Program Advisory Council:

A. Meeting Date: 3/31/2025

Stakeholder Group	Name	Title & Organization
STUDENT		
	Chris Denkovich	Student, Freedom Area High School
	Mila Bair	Student, Freedom Area Middle School
	Lincoln Murphy	Student, Freedom Area Middle School
PARENT & GUARDIAN		
	Colleen Tyler	Elementary/Middle Parent
	Maria Bohn	High/Middle Parent
EDUCATOR & ADMINISTRATOR		
	Michelle Keith	Teacher, Freedom Area High School
	Jeanne Ging	Teacher, Freedom Area Middle School
	Steven Mott	Administrator, Freedom Area High School
	Jeff Griffith	Administrator, Freedom Area Middle School
	John Capehart	Administrator, Freedom Area Elementary School
	Amanda Whitworth	Administrator, Freedom Area Middle/Elementary School
BUSINESS & COMMUNITY		
	Mike Lewis	Operations Manager, JADCO
	Scott Levenson	Verizon Communications
	Liz Lanshack	Public Relations Coordinator, BCCTC
	Emily Evans	Freedom Area School Board Member
	Michelle Micija	Freedom Area School Board Member
	John Tatko	Freedom Area School Board Member
POST SECONDARY		
	Ariana Walker	Job Training for Beaver County
	Lia Hazelwood	CHS/Academies Facilitator, CCBC

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

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

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

ORGANIZATIONS AND AGENCIES

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

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

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

NETWORKING OPPORTUNITIES

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

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

Community & Business Meetings: *Meetings, which bring cross/community members together to promote growth to further a cause*

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Beaver County Counselor’s Association	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Beaver County Transition Coordinator’s Council	13.1 13.2 13.3 13.4	See respective Career Cluster from table
Beaver County Career and Technology Center’s Advisory Committee	13.1 13.2 13.3 13.4	See respective Career Cluster from table

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

ONLINE & OTHER RESOURCES

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

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

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

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

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

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

Post-Secondary Options

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

13. Career and Technology Center Strategies:

STUDENT AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# of Students Taught	Location	Stakeholder Delivering	Contact Person	Indicator
K	Career Development Lessons	February/April	all	classrooms	counselor/educator	Randal Perkins	Career Awareness
1	Career Development Lessons	February/April	all	classrooms	counselor/educator	Randal Perkins	Career Awareness
2	Career Development Lessons	February/April	all	classrooms	counselor/educator	Randal Perkins	Career Awareness
3	Career Development Lessons	February/April	all	classrooms	counselor/educator	Randal Perkins	Career Awareness
4	Career Development Lessons	February/April	all	classrooms	counselor/educator	Randal Perkins	Career Awareness
5	BCCTC Speaker	Once per 9 weeks	all	Career Development Class	educator	Ron Kelm	Career Awareness
5	Career Training Program Unit	Once per 9 weeks	all	Career Development Class	educator	Ron Kelm	Career Awareness
9-11	Students are invited to the Open House.	October	All students in grades 9-11	Beaver County CTC	Hope Bennett	Hope Bennett	Career Acquisition and Retention
9	Students are invited to the orientation and tour if interested in any of the 3-year programs	December	4-5	Hope Bennett	Hope Bennett	Hope Bennett	Career Acquisition and Retention

9-10	HS School Counselor presents information regarding the CTC in the Auditorium	Winter	All Freshman	Auditorium	Chris Bennett	Hope Bennett	Career Acquisition and Retention
10	Orientation in the English 10 Courses	November	ALL sophomores	Beaver County CTC English 10	Hope Bennett Vince Gratteri	Hope Bennett	Career Acquisition and Retention
10	Visit #1 (tour &/or Program Visit)	December	40—50 sophomores	Beavery County CTC	Hope Bennett Vince Gratteri	Hope Bennett	Career Acquisition and Retention
10	Visit #2 (Program Visits)	January	40-50 sophomores	Beaver County CTC	Hope Bennett Vince Gratteri	Hope Bennett	Career Acquisition and Retention
9-11	Course selection presentations	Winter	All students in grades 9-11	Auditorium	Chris Bennett Hope Bennett	Chris Bennett Hope Bennett	Career Acquisition and Retention
9-11	Individual counselor meeting for scheduling	Winter/Spring	All students in grades 9-11	Guidance office	Chris Bennett Hope Bennett	Chris Bennett Hope Bennett	Career Acquisition and Retention
11-12	Current CTC students present at various events ie, Freshmen Forum	According to the Elem and MS schedule	All Students involved with Elem and MS Events	Elementary and Middle School	Randal Perkins Susie Suleski Hope Bennett	Hope Bennett	Career Acquisition and Retention
12	Seniors who are eligible can apply for a Co-Op position with the CTC.	Winter/Spring	# of Seniors who are eligible	CTC/workplace	Hope Bennett Randy Reed (CTC)	Hope Bennett	Entrepreneurship

PARENT AWARENESS:

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

1	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Randal Perkins BC-CTC	Randal Perkins	Career Awareness & Planning
2	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Randal Perkins BC-CTC	Randal Perkins	Career Awareness & Planning
3	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Randal Perkins BC-CTC	Randal Perkins	Career Awareness & Planning
4	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Randal Perkins BC-CTC	Randal Perkins	Career Awareness & Planning
5	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Susan Suleski BC-CTC	Susan Suleski	Career Awareness & Planning
6	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Susan Suleski BC-CTC	Susan Suleski	Career Awareness & Planning
7	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Susan Suleski BC-CTC	Susan Suleski	Career Acquisition
8	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	Susan Suleski BC-CTC	Susan Suleski	Career Acquisition
9-11	Invite to BC-CTC Open House	October	# of Parents that respond	Email, Mail, all calls to home, Facebook	BC-CTC, Hope Bennett	Hope Bennett	Hope Bennetcareer Acquisition and Retention
10	Information regarding the 10 th grade Orientation process	Ongoing	# of parents that respond to the information	Email, mail website, Facebook page	Hope Bennett	Hope Bennett	Career Acquisition and Retention
9-12	FAHS Website information and links to the BCCTC	Ongoing	# of site visits	Emails, Facebook to share information about the website	Hope Bennett	Hope Bennett	Career Acquisition and Retention

9-11	Counselor individual conferences	Ongoing	# of parents who read the emails	Emails to parents	Chris Bennett Hope Bennett	Chris Bennett Hope Bennett	Career Acquisition and Retention
9-11	Table and informational brochures at Open House	Fall	# of brochures and discussions with parents	Information set up for Open House	Hope Bennett	Hope Bennett	Career Acquisition and Retention
12	Students who are eligible for Co-Op at the CTC will be informed with specific information.	Spring	# parents of the students involved with	Phone calls to parents	Hope Bennett Rendy Reed(CTC)	Hope Bennett	Entrepreneurship

EDUCATOR AWARENESS:

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

3	Invite to BC-CTC Open House	October	All 3rd grade teachers	BC-CTC	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
3	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
4	Invite to BC-CTC Open House	October	All 4 th grade teachers	BC-CTC	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
4	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Randal Perkins	Career Awareness & Planning
5	Invite to BC-CTC Open House	October	All 5 th grade teachers	BC-CTC	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
5	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
6	Invite to BC-CTC Open House	October	All 6 th grade teachers	BC-CTC	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
6	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
7	Invite to BC-CTC Open House	October	All 7 th grade educator	BC-CTC	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
7	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
8	Invite to BC-CTC Open House	October	All 7 th grade educator	BC-CTC	Educators BC-CTC	Susan Suleski	Career Awareness & Planning

8	Invitation to attend the BC-CTC Tour and/or virtual tour	December or January	All are invited	BC-CTC and/or Webinar	Educators BC-CTC	Susan Suleski	Career Awareness & Planning
9	Invite to BC-CTC Open House	October	All 9 th grade teachers	BC-CTC	Educators BC-CTC	Hope Bennett	Career Awareness & Planning
9	Invitation to attend the BC-CTC Tour	December or January	All are invited	BC-CTC	Educators BC-CTC	Hope Bennett	Career Awareness & Planning
10	Invite to BC-CTC Open House	October	All 10 th grade teachers	BC-CTC	Educators BC-CTC	Hope Bennett	Career Awareness & Planning
10	Invitation to attend the BC-CTC Tour	December or January	All are invited	BC-CTC	Educators BC-CTC	Hope Bennett	Career Awareness & Planning
11	Invite to BC-CTC Open House	October	All 11 th grade teachers	BC-CTC	Educators BC-CTC	Hope Bennett	Career Awareness & Planning
11	Invitation to attend the BC-CTC Tour	December or January	All are invited	BC-CTC	Educators BC-CTC	Hope Bennett	Career Awareness & Planning
12	Invite to BC-CTC Open House	October	All 12 th grade teachers	BC-CTC	Educators BC-CTC	Hope Bennett	Career Awareness & Planning
12	Invitation to attend the BC-CTC Tour	December or January	All are invited	BC-CTC	Educators BC-CTC	Hope Bennett	Career Awareness & Planning