

K-12 School Counseling Plan



Bulldogs



Cardinals

11280 Mercer Pike
Meadville, PA 16335
(814) 724-3960
www.craw.org

Contents

A.	Counselor Related Items of the Plan 1-3	3
1.	School Counselors and Assignments.....	3
2.	Role of the School Counselor: ASCA.....	4
3.	Job Description linked to the Counselor Evaluation Process	7
B.	Program Delivery Related Items of the Plan 4-9	14
4.	School Counseling Department Mission Statement	14
5.	Program Calendar by Domain and Level:	15
6.	Program Delivery by Tier and System Support:	15
7.	Curriculum Action Plan:.....	30
8.	Annual Program Goals:	61
9.	Individualized Academic & Career Plan Process and Portfolio	64
	The 6-8 Career Plan	87
C.	Stakeholder Engagement Items of the Plan 10-11	91
10.	Stakeholder Engagement:.....	91
11.	School Guidance Program Advisory Council:.....	99
D.	Career Pathway Awareness Items of the Plan 12-13.....	101
12.	Career and Postsecondary Resources Supporting the CEW Standard Strands and Career Pathways (or Clusters)	101
13.	Career and Technology Center Strategies:	108

A. Counselor Related Items of the Plan 1-3

1. School Counselors and Assignments

Counselor's Name	Building	Ratio
Hayley Franz	Second District Elementary School	
Amanda Fulmer	Cochranton Elementary School	
Kathleen Hootman	First District Elementary School	
Marie Lockwood	West End Elementary School	
Susan Stewart	Neason Hill Elementary School	
Barry Anderson	Meadville Area Middle School	
Adam Volkstadt	Cochranton Jr. High School	
Amber Warren	Meadville Area Middle School	
Gina Foulk	Meadville Area Sr. High School	
Susan Herberg	Meadville Area Sr. High School	
Simeon Ray	Cochranton Sr. High School	
Michael Swick	Meadville Area Sr. High School	

2. Role of the School Counselor: ASCA

Role	Level	Evidence of Role
Leader	Elementary	<ul style="list-style-type: none"> •Member of School-Wide Positive Behavior Support team. •Develop and Implement programs/initiatives based on data informed decision making. •Presenter to educators and parents that impact students' personal/social, academic, and career development. •Deliver developmentally appropriate curriculum focused on mindsets and behavior for post-secondary readiness.
	Middle	<ul style="list-style-type: none"> •Member of School-Wide Positive Behavior Support team. •Member of WEB Team. •Member of the SAP team. •Develop and Implement programs/initiatives based on data informed decision making. • Presenter to educators, parents, community organizations, & School Board on school initiatives that impact students' personal/social, academic, and career development. •Deliver developmentally appropriate curriculum focused on mindsets and behavior for post-secondary readiness.
	High School	<ul style="list-style-type: none"> •Member of School-Wide Positive Behavior Support team. •Member of Link Crew. •Member of the SAP team. •Develop and Implement programs/initiatives based on data informed decision making. • Presenter to educators, parents, community organizations, & School Board on school initiatives that impact students' personal/social, academic, and career development. •Deliver developmentally appropriate curriculum focused on mindsets and behavior for post-secondary readiness.

Advocate	Elementary	<ul style="list-style-type: none"> • Serve as a liaison for students with parents, educators, and outside agencies. • Support all students and ensure equitable access to educational and social services.
	Middle	<ul style="list-style-type: none"> • Serve as a liaison for students with parents, educators, and outside agencies. • Support all students and ensure equitable access to educational and social services.
	High	<ul style="list-style-type: none"> • Serve as a liaison for students with parents, educators, and outside agencies. • Support all students and ensure equitable access to educational and social services.
Collaborator	Elementary	<ul style="list-style-type: none"> • Serve as a liaison between teachers, parents, and community stakeholders to discuss and develop the student's academic, career, and personal/social success. • Member of grade-level, building, and district-wide teams.
	Middle	<ul style="list-style-type: none"> • Serve as a liaison between teachers, parents, and community stakeholders to discuss and develop the student's academic, career, and personal/social success. • Member of grade-level, building, and district-wide teams.
	High	<ul style="list-style-type: none"> • Serve as a liaison between teachers, parents, and community stakeholders to discuss and develop the student's academic, career, and personal/social success. • Member of grade-level, building, and district-wide teams.
Systemic Change Agent	Elementary	<ul style="list-style-type: none"> • Member of professional school counseling organizations. • Resource to provide input when called upon by administrators, educators, parents, and business/community members for students' post-secondary career options.
	Middle	<ul style="list-style-type: none"> • Member of professional school counseling organizations. • Resource to provide input when called upon by administrators, educators, parents, and business/community members for students' post-secondary career options.
	High School	<ul style="list-style-type: none"> • Member of professional school counseling organizations.

		<ul style="list-style-type: none"> • Resource to provide input when called upon by administrators, educators, parents, and business/community members for students' post-secondary career options.
--	--	---

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	<p>1a: Demonstrating knowledge of counseling theory, best practice & techniques</p> <p>Collaborates with parents, teachers, and other staff members to improve the educational prospects of individual students.</p> <p>Collaborates with the with the professional staff and administration regarding curriculum development.</p> <p>1b: Demonstrating knowledge of child & adolescent development</p> <p>Collaborates with parents, teachers, and other staff members to improve the educational prospects of individual students.</p> <p>Consults with parents and professional staff regarding the identification and</p>	<p>2a: Creating an environment of respect & rapport</p> <p>Provides individual and small group counseling to students</p> <p>Coordinates orientation activities for students new to each level of education and for transferring students.</p> <p>Collaborates with parents, teachers, and other staff members to improve the educational prospects of individual students.</p> <p>Works collaboratively with other professionals to develop and implement a parenting program</p> <p>2b: Supporting a culture for positive mental health & learning</p> <p>Coordinates orientation activities for students new</p>	<p>3a: Communicating clearly & accurately</p> <p>Provides individual and small group counseling to students</p> <p>3b: Using questioning & discussion techniques</p> <p>Provides individual and small group counseling to students</p> <p>3c: Engaging students in learning & development</p> <p>Assist in educational placement of students.</p> <p>3d: Using assessment in delivery of academic, career & personal social development services</p> <p>Maintains a coordinated system of student records, reviews new student records and interprets records to staff, parents, and students.</p>	<p>4a: Reflecting on professional practice</p> <p>Is aware of and makes referrals to agencies and resources available to parents and students outside the school.</p> <p>4b: Maintaining accurate and confidential records</p> <p>Maintains a coordinated system of student records, reviews new student records and interprets records to staff, parents, and students.</p> <p>4c: Communicating with stakeholders</p> <p>Promotes guidance program to community through various media</p> <p>Participates as an active member of the Core (building level?) team.</p>

	<p>placement of exceptional students.</p> <p>1c: Setting instructional outcomes & goals for comprehensive school counseling services</p> <p>Analyze and interpret data to make good instructional decision that will increase student achievement.</p> <p>Collaborates with the with the professional staff and administration regarding curriculum development.</p> <p>1d: Demonstrating knowledge of resources</p> <p>Analyze and interpret data to make good instructional decision that will increase student achievement.</p> <p>Collaborates with the with the professional staff and administration regarding curriculum development.</p> <p>1e: Designing coherent service delivery & school counseling program</p> <p>Collaborates with the with the professional staff and administration regarding curriculum development.</p>	<p>to each level of education and for transferring students.</p> <p>Works collaboratively with other professionals to develop and implement a parenting program</p> <p>2c: Managing procedures</p> <p>Promotes guidance program to community through various media</p> <p>Works collaboratively with other professionals to develop and implement a parenting program</p> <p>2d: Managing student behavior</p> <p>Collaborates with parents, teachers, and other staff members to improve the educational prospects of individual students.</p> <p>Assists the administration in implementing all policies and or rules governing student life and conduct, and develops reasonable rules of behavior and procedures, which maintain order in the</p>	<p>Works collaboratively with classroom teachers, special educators, Title I staff, school based coach, and math / reading intervention instructor to determine the needs of the individual students.</p> <p>Consults with school staff and parents regarding the assessment results of individual students</p> <p>Maintains educational and career information for students and parents to assist in academic decisions and career exploration</p> <p>Analyzes assessment data and test results to students, parents and professional staff</p> <p>Consults with parents and professional staff regarding the identification and placement of exceptional students.</p> <p>3e: Demonstrating flexibility & responsiveness</p> <p>Provides individual and small group counseling to students</p>	<p>Meets a minimum of four times per year with the Curriculum Director to address issues concerning guidance.</p> <p>4d: Participating in a professional community</p> <p>NONE</p> <p>4e: Growing & developing professionally</p> <p>NONE</p> <p>4f: Demonstrating professionalism</p> <p>Collaborates with parents, teachers, and other staff members to improve the educational prospects of individual students.</p> <p>Participates as an active member of the Core (building level?) team.</p>
--	--	---	---	--

	<p>Designs and manages a comprehensive developmental guidance program within the counselor's building assignment.</p> <p>Meets a minimum of four times per year with the Curriculum Director to address issues concerning guidance.</p> <p>1f: Designing, implementing, &/or utilizing student assessments</p> <p>Analyze and interpret data to make good instructional decision that will increase student achievement.</p> <p>Analyzes assessment data and test results to students, parents and professional staff</p>	<p>classroom in a fair and just manner.</p> <p>2e: Organizing physical space</p> <p>Assists the administration in implementing all policies and or rules governing student life and conduct, and develops reasonable rules of behavior and procedures, which maintain order in the classroom in a fair and just manner.</p>	<p>Performs other reasonable duties as are assigned by the principal for the well-being of the student.</p>	
<p><u>Not assigned:</u> Coordinates scheduling and administration of all district level assessments at the building level.</p>				

Middle/High School	<p>1a: Demonstrating knowledge of counseling theory, best practice & techniques</p> <p>Collaborates with parents, teachers, and professional staff members to develop and improve educational plans for individual students.</p> <p>Collaborates with the professional staff and administration regarding curriculum development.</p> <p>1b: Demonstrating knowledge of child & adolescent development</p> <p>Collaborates with parents, teachers, and professional staff members to develop and improve educational plans for individual students.</p> <p>Consults with parents and professional staff regarding the identification and placement of exceptional students.</p> <p>1c: Setting instructional outcomes & goals for comprehensive school counseling services</p>	<p>2a: Creating an environment of respect & rapport</p> <p>Provides proactive counseling, including individual and small group counseling, that meets the needs of each student.</p> <p>Maintains an open door for students who may need counseling immediately.</p> <p>Coordinates orientation activities for students new to each level of education and for transferring students.</p> <p>Collaborates with parents, teachers, and professional staff members to develop and improve educational plans for individual students.</p> <p>2b: Supporting a culture for positive mental health & learning</p> <p>Coordinates orientation activities for students new to each level of education and for transferring students.</p> <p>2c: Managing procedures</p>	<p>3a: Communicating clearly & accurately</p> <p>Provides proactive counseling, including individual and small group counseling, that meets the needs of each student.</p> <p>3b: Using questioning & discussion techniques</p> <p>Provides proactive counseling, including individual and small group counseling, that meets the needs of each student.</p> <p>3c: Engaging students in learning & development</p> <p>Assists in the educational and vocational placement of students.</p> <p>Works with students and parents to develop class schedules for students on a continual basis.</p> <p>3d: Using assessment in delivery of academic, career & personal social development services</p> <p>Maintains a coordinated system of student records, reviews new student records and interprets</p>	<p>4a: Reflecting on professional practice</p> <p>Makes referrals to agencies and resources available outside the school.</p> <p>Maintaining accurate and confidential records</p> <p>Maintains a coordinated system of student records, reviews new student records and interprets records to staff, parents, and students.</p> <p>4c: Communicating with stakeholders</p> <p>Promotes the guidance program to community through various media.</p> <p>Meets a minimum of four times per year with the Secondary Guidance Department coordinator (needs removed) and the Director of Secondary Curriculum to address issues concerning guidance.</p> <p>4d: Participating in a professional community</p>
--------------------	---	---	--	---

	<p>Analyses assessment and test data to students, parents, and professional staff to make good instructional decisions that will increase student achievement.</p> <p>Collaborates with the professional staff and administration regarding curriculum development.</p> <p>1d: Demonstrating knowledge of resources</p> <p>Collaborates with the professional staff and administration regarding curriculum development.</p> <p>1e: Designing coherent service delivery & school counseling program</p> <p>Collaborates with the professional staff and administration regarding curriculum development.</p> <p>Designs, coordinates and implements the district secondary guidance curriculum within the counselor's building assignment.</p> <p>Meets a minimum of four times per year with the</p>	<p>Promotes the guidance program to community through various media.</p> <p>2d: Managing student behavior</p> <p>Collaborates with parents, teachers, and professional staff members to develop and improve educational plans for individual students.</p> <p>2e: Organizing physical space</p> <p>Maintains an open door for students who may need counseling immediately.</p>	<p>records to staff, parents, and students.</p> <p>Consults with school staff and parents regarding the assessment results of individual students.</p> <p>Maintains educational and career information for students and parents in order to make academic and career decisions.</p> <p>Consults with parents and professional staff regarding the identification and placement of exceptional students.</p> <p>3e: Demonstrating flexibility & responsiveness</p> <p>Provides proactive counseling, including individual and small group counseling, that meets the needs of each student.</p> <p>Performs other reasonable duties as are assigned by the principal for the well-being of the student.</p>	<p>NONE</p> <p>4e: Growing & developing professionally</p> <p>NONE</p> <p>4f: Demonstrating professionalism</p> <p>Collaborates with parents, teachers, and professional staff members to develop and improve educational plans for individual students.</p>
--	---	---	---	--

	<p>Secondary Guidance Department coordinator (needs removed) and the Director of Secondary Curriculum to address issues concerning guidance.</p> <p>1f: Designing, implementing, &/or utilizing student assessments</p> <p>Analyses assessment and test data to students, parents, and professional staff to make good instructional decisions that will increase student achievement.</p> <p>Works with students and parents to develop class schedules for students on a continual basis.</p>			
<p><u>Not assigned:</u> Performs testing duties for assigned grade level(s) and building.</p> <p>Coordinates scheduling and administration of all district level</p>				

assessments at the building level.				
------------------------------------	--	--	--	--

B. Program Delivery Related Items of the Plan 4-9

4. School Counseling Department Mission Statement

District Mission Statement
<p>The Crawford Central School District, a school, home and community partnership, provides an education that:</p> <ul style="list-style-type: none">• Challenges and prepares all students to reach their academic and social potential• Nurtures positive student, teacher, and parent interaction• Prepares students to become productive and contributing members of society• Promotes an understanding and respect for cultural and ethnic differences• Offers opportunities for students to reach their goals and express their creativity• Empowers students with a desire for lifelong learning
K-12 School Counseling Mission Statement
<p>It is the mission of Crawford Central School District's School Counseling Program to provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all students. The professional school counselor collaborates and consults with the educators, parents, business, community, and post-secondary schools to promote and advocate success of the students. This supports the underlying belief that every student has the potential to become productive members of society.</p>

5. Program Calendar by Domain and Level:

6. Program Delivery by Tier and System Support:

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
AUGUST					
Academic:					
New and Kindergarten Orientations and tours (Grades K-6)	X				
Schedule changes based on test scores (Grades 7-8)			X		
Transition orientation and tour (Grade 7)	X				
Organize master testing schedule for PSSA & Keystone testing (Grades 7-8)					X
Transition orientation (Grades 9-12)	X				
Career:					
Project Wisdom Preparation (Grades K-6)				X	
Schedule changes based on career interests (Grades 7-12)			X		
Social/Emotional:					
New student orientation and tours (Grades K-6)	X				
Assist with cafeteria procedures (Grades K-6)				X	
Short term transitional counseling (Grades K-6)			X		
Agency meetings for student needs (Grades 7-12)				X	

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
SEPTEMBER					
Academic:					
Guidance Lessons – Getting Ready for School (Grades K-6)	X				
Grade level presentations on academic expectations (Grades 7-12)	X				
Career:					
Guidance Lessons - Goal Setting (Grades K-6)			X		
Career Awareness Fair (Grade 8)	X				
CCCTC Counselor Classroom Presentations (Grade 9)	X				
Social/Emotional:					
Assist with cafeteria procedures (Grades K-6)				X	
Planning and preparation for SWPBIS (Grades K-6)				X	
Establish schedules with outside agencies (Grades K-6)				X	
Open House (Grades K-12)	X				
Presentations on cyber safety with resource officer (MAMS Grade 7)	X				
OCTOBER					
Academic:					
PSSA Getting Ready and Accommodations Webinars (Grades 3-8)					X
Preparation and administration of PSAT (Grades 9-11)					X
Preparation and administration of SAT/ACT (Grades 10-12)					X
College/Career Fair (Grades 10-12)	X				

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
Career:					
Firefighter Phil Program (Grades K-2)	X				
CCCTC Presentations (Grade 5)	X				
Ag Encounter (Grade 5)	X				
Organize CCCTC Tours (Grade 9)	X				
School/Interest /Career Activity Interest Inventory (Grades 9-12)	X				
College/Career Fair (Grades 10-12)	X				
Social/Emotional:					
Red Ribbon Week Awareness (Grades K-8)	X				
Respond to Women's Services visits (Grades K-6)		X			
Assist with cafeteria procedures (Grades K-6)				X	
Guidance Lessons – Anti-bullying (Grades K-6)	X				
Caring Place Luncheon (Grades 6 & 8)	X				
NOVEMBER					
Academic:					
Parent/Teacher conferences (Grades K-8)		X			
Title 1 District Wide Conference (Grades K-6)	X				
Prepare and send failure letters to parents/guardians (Grades 7-12)				X	
Individual student meetings regarding failing grades (Grades 7-12)		X			
Preparation and Administration of ASVAB (Grades 10-11)					X
Career:					
Chapter 339 Advisory Council (Grades K-12)				X	
Coordinate CCCTC Interviews (Grade 9)			X		

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
Social/Emotional:					
Caring Team, recognition of Children's Grief Awareness Day (Grades K-12)	X				
Respond to Women's Services visit (Grades K-6)		X			
Shop with a Cop (Grades K-6)		X			
Unsigned Santa (Grades K-6)		X			
DECEMBER					
Academic:					
Individual student meetings regarding failing progress report grades (Grades 7-12)		X			
Preparation and Administration of Keystone Exams (Grades 10-11)					X
Financial Aid Night (Grades 11-12)	X				
Career:					
CCCTC Visit (Grade 6)	X				
Social/Emotional:					
Shop with a Cop (Grades K-6)		X			
Unsigned Santa (Grades K-6)		X			
Respond to Women's Services visits (Grades K-6)		X			
JANUARY					
Academic:					
PSSA School Assessment Coordinator training (Grades K-8)					X
Prepare and send failure letters to parents/guardians (Grades 7-12)				X	

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
Individual Student regarding failing grades (Grades 7-12)		X			
Preparation and administration of SAT (Grades 10-11)					X
Disseminate FAFSA information (Grades 11-12)				X	
Career:					
Social/Emotional:					
SWPBIS Refresher (Grades K-6)				X	
FEBRUARY					
Academic:					
Parent/Teacher Conferences (Grades K-12)		X			
PSSA Preparation (Grades 3-8)					X
Begin registration process (Grades 7-12)	X				
Individual student meetings regarding failing progress report grades (Grades 7-12)		X			
8 th to 9 th grade transition parent orientation night and student assembly (Grade 8)	X				
Career:					
4 th Graders as Scientists (Grade 4)	X				
Course Selection Assemblies (Grades 9-12)	X				

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
Social/Emotional:					
Random Acts of Kindness Week (Grades K-8)	X				
Friendship Lessons (Grades K-6)	X				
MARCH					
Academic:					
PSSA Test Administrator Training (Grades 3-6)					X
PSSA testing preparation (Grades 3-8)					X
Transition meetings with special education teachers, administration, and guidance (Grades 6-7)				X	
Classroom guidance registration and course selection lesson (Grades 7-11)	X				
Preparation and administration of SAT (Grades 10-11)					X
Career:					
4 th Graders as Scientists (Grade 4)	X				
Career Research Presentations (Grade 9)			X		
Social/Emotional:					
Read Across America activities (Grades K-6)	X				
APRIL					
Academic:					
Preschool transition tours (Grades PreK-K)	X				

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
Preschool transition meetings (Grades PreK-K)				X	
Preparation and administration of PSSA testing (Grades 3-8)					X
Individual student meetings regarding failing report card grades (Grades 7-12)		X			
Prepare and send failure letters to parents/guardians (Grades 7-12)				X	
PSSA Test Administrator Training (Grades 7-8)					X
Preparation and administration of PSSA testing & Keystone testing (Grades 3-8)					X
Preparation and Administration of ACT (Grade 11)					X
Career:					
JA BizTown reflections (Grade 5)	X				
Social/Emotional:					
Guidance Lessons – Mindfulness and Coping with Stress (Grades 3-6)	X				
MAY					
Academic:					
Preschool transition tours (Grades PreK-K)	X				
Preschool transition meetings (Grades PreK-K)				X	
6 th grade transition tours to 7 th grade (Grade 6)	X				
Individual student meetings regarding failing progress report grades (Grades 7-12)		X			
Preparation and administration of Keystone testing (Grades 8; 9-11)					X

Item Month/Domain/Item	Curriculum- (Tier 1)	Responsive- (Tier 2)	Individual Academic/Career Counseling	System Support	Non- Counselor Related
Preparation and Administration of AP Exams (Grades 11-12)					X
Career:					
Health Fair (Grade 3)	X				
JA Biz Town Visit (Grade 5)	X				
JA Biz Town Reflection (Grade 5)	X				
Career Day (MAMS Grades 7-8)	X				
Career Plan Survey (Grade 12)	X				
Social/Emotional:					
Track and Field Day (Grades K-7)		X			
6 th to 7 th grade transition activities including: parent orientation night and student tours (Grade 7)	X				
Class Field Trip (MAMS Grade 8)		X			
JUNE					
Academic:					
Retention meetings (Grades K-12)				X	
6 th grade promotion ceremony (Grade 6)	X				
Awards Assembly (Grades 7-8)	X				
Individual student meetings regarding failing report card grades (Grades 7-8)		X			
Prepare and send failure letters to parents/guardians (Grades 7-12)				X	
Distribute summer school information (Grades 7-12)				X	
Student meetings regarding course requests (Grade 8)	X				

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

Career:					
Social/Emotional:					
Provide information/referrals to community resources (Grades K-12)				X	
Elementary/Middle collaboration for at-risk students (Grade 6)				X	

Ongoing K-12 School Counselor Activities

Place an “X” in the appropriate column for delivery style.

Place the number of hours per year of non-counselor related activities in the last column.

ELEMENTARY

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non- Counselor Related Hours per Counselor/Year
Academic:					
Review student files (Grades K-6)				X	
Parent/teacher conferences (Grades K-6)				X	
Collect and provide input for ER, RR, GIEP and 504 evals/referrals (Grades K-6)					X – 120 hours/year
Student observations (Grades K-6)		X			
Ability and Achievement screening assessments (Grades K-6)		X			
Participate in 30-day goal meetings (Grades K-6)		X			
Participate in MDT/IEP meetings (Grades K-6)		X			X – 90 hours/year
LEA for meetings (Grades K-6)					X – 40 hours/year (WE)
Write Functional Behavior Assessments and Positive Behavior Support Plans (Grades K-6)					X - 10 hours/year
Participate in Agency Support (Grades K-6)				X	
Academic remediation and data review (Grades K-6)			X		
Guidance classroom lessons (Grades K-6)	X				
Guidance groups (Grades K-6)		X			
Teaching classes when teachers are absent (Grades K-6)					X – 10 hours/year
PIMS Updates (Grades K-6)					X - 15 hours/per year
Social Security Income (SSI) and other agency paperwork (Grades K-6)					X – 20 hours/per year
Extensive clerical activities: special education services, paperwork, copying records, filing, and cleaning out files (Grades K-6)					X – 15 hours/per year
Substitute teacher coverage (Grades K-6)					X – 9 hours/per year
Career:					
Guidance classroom lessons (Grades K-6)	X				
Guidance groups (Grades K-6)		X			

Ongoing K-12 School Counselor Activities

Place an "X" in the appropriate column for delivery style.

Place the number of hours per year of non-counselor related activities in the last column.

Project Wisdom (Grades K-6)	X				
Saving for Success (Grades K-6)				X	
SmartFutures Activities (Grades K-6)					
Resource Officer visits (Grades K-6 by teacher request)	X				
Second Step (Grades K-6)	X				
School Wide Positive Behavior Program (Grades K-6)	X				
Too Good for Drugs (Grades 3-6)	X				
Social/Emotional:					
SMART (Grades K-6)		X			
Participation in school and district wide crisis team as needed (Grades 9-12)		X			
Cafeteria & Bus Duty (Grades K-6)					X – 80 hours/year
Discipline issues including referrals and covering as administration with principal is out (Grades K-6)					X – 30 hours/year
Home visits (Grades K-6)					X – 5 hours/year

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 Hours per Counselor/Year
Academic:					
Team meetings with parents, teachers, and/or students (Grades 7-8)				X	
Individual student meetings regarding academics (Grades 7-8)			X		
Registration and scheduling of new students or schedule changes due to academic needs (Grades 7-8)			X		
IEP, GIEP, and 504 meetings (Grades 7-8)				X	
Monitor cyber students (Grades 7-8)		X			
Assist with tutoring programs (Grades 7-8)				X	
One-on-one counseling for grades, study skills, and organization (Grades 7-8)		X			
PIMS Updates (Grades 7-8)					X – 10 hours/year

Ongoing K-12 School Counselor Activities

Place an “X” in the appropriate column for delivery style.

Place the number of hours per year of non-counselor related activities in the last column.

Clerical guidance secretary coverage (phone calls, passes, registration, etc.) (MAMS Grades 7-8)					X – 15 hours/year
Input, change, & calculate student grades (Grades 7-8)					X – 5 hours/year
Special education paperwork (Grades 7-8)					X – 30 hours/year
Enter student transfer grades (Grades 7-8)					X – 30 hours/year
Balance class sizes (Grades 7-8)					X – 50 hours/year
Social Security Income (SSI) and other agency paperwork (Grades 7-8)					X – 20 hours/year
Career:					
Team meetings with parents, teachers, and/or students (Grades 7-8)				X	
Individual student meetings regarding career goals (Grades 7-8)			X		
Schedule changes due to career interests/goals (Grades 7-8)			X		
SmartFutures activities (Grades 7-8)	X				
IEP, GIEP, and 504 meetings (Grades 7-8)				X	
Partnership and presentations by institutions and workforce (Grades 7-8)	X				
Junior Achievement (MAMS Grades 7-8)	X				
Discuss impact of grades and school performance on career choices (Grades 7-8)		X			
Social/Emotional:					
Crisis response (Grades 7-8)		X			
Team meetings with parents, teachers, and/or students (Grades 7-8)				X	
SAP team meetings (Grades 7-8)		X			
Individual student meetings regarding personal/social concerns (Grades 7-8)			X		
Consultation and referrals to outside agencies (Grades 7-8)				X	
Grief groups (MAMS Grades 7-8)		X			
Character education program (MAMS Grades 7-8)	X				
Consultation with teachers, counselors, and administration (Grades 7-8)				X	
Development of coping skills with students (Grades 7-8)		X			

Ongoing K-12 School Counselor Activities

Place an “X” in the appropriate column for delivery style.

Place the number of hours per year of non-counselor related activities in the last column.

Meet with at-risk students (Grades 7-8)		X			
Collaborate with Where Everyone Belongs (WEB) transition program (MAMS Grades 7-8)				X	
Collaborate with school personnel for resources through the Caring Closet and Caring Cupboard regarding student needs (Grades 7-8)				X	
Organize leadership/peer mentor meetings and school wide activities (MAMS Grades 7-8)				X	
Conflict resolution (Grades 7-8)		X			
Respond to Safe2Say and technology violation reports and student concerns (MAMS Grades 7-8)		X			
Participation in school and district wide crisis team as needed (Grades 7-8)		X			
Discipline issues (Grades 7-8)					X – 5 hours/year

HIGH SCHOOL

Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/ Career Counseling	System Support; Counselor Related	System Support: Non- Counselor Related Hours per Counselor/Year
Academic:					
Team Meetings with parents, teachers, and/or students (Grades 9-12)				X	
Individual Student meetings regarding academics, study skills, and organization (Grades 9-12)			X		
Attend IEP, GIEP and 504 meetings (Grades 9-12)				X	
Registration and scheduling of new students or schedule changes due to academic needs (Grades 9-12)			X		
Balance class sizes (Grades 9-12)					X – 50/year
Input, change, & calculate student grades (Grades 9-12)					X – 50 hours/year
Special education paperwork (Grades 9-12)					X – 20 hours/year
Enter student transfer grades (Grades 9-12)					X – 50 hours/year
Monitor Cyber students (Grades 9-12)		X			
Assist with Tutoring Programs (Grades 9-12)				X	

Ongoing K-12 School Counselor Activities

Place an “X” in the appropriate column for delivery style.

Place the number of hours per year of non-counselor related activities in the last column.

Credit Review (Grades 9-12)			X		
College Applications and Scholarships (Grades 11-12)			X		
One-on-One Counseling for grades, study skills, and organization (Grades 9-12)		X			
PIMS Reporting (Grades 9-12)					X – 10 hours/year
Covering Homerooms as needed (Grades 9-12)					X – 20 hours/year
Social Security Income (SSI) and other agency paperwork (Grades 9-12)					X – 10 hours/year
Career:					
Team Meetings with parents, teachers, and/or students (Grades 9-12)				X	
Individual student meetings regarding career goals (Grades 9-12)			X		
Schedule changes due to career interests/goals (Grades 9-12)			X		
SmartFutures activities (Grades 9-12)	X				
IEP, GIEP, and 504 meetings (Grades 9-12)				X	
Partnership and presentations by institutions and workforce (Grades 9-12)	X				
Letters of recommendations (Grades 11-12)			X		
Collaborate with special education transition coordinator (Grades 9-12)		X			
Discuss impact of grades and school performance on career choices (Grades 9-12)		X			
Collaborate with workforce connections (Grades 9-12)				X	
Job Shadow and Internship Opportunities (Grade 12)	X				
Exposure to career software programs (Grades 9-12)	X				
Social/Emotional:					
Team meetings with parents, teachers, and/or students (Grades 9-12)				X	
SAP team meetings (Grades 9-12)		X			
Individual student meetings regarding personal/social concerns (Grades 9-12)			X		
Consultation and referrals to outside agencies (Grades 9-12)				X	

Ongoing K-12 School Counselor Activities

Place an "X" in the appropriate column for delivery style.

Place the number of hours per year of non-counselor related activities in the last column.

Meet with At-Risk students (Grades 9-12)		X			
Response to student needs and/or crisis (Grades 9-12)		X			
Participation in school and district wide crisis team as needed (Grades 9-12)		X			
Schedule Parent Meetings (Grades 9-12)				X	

7. Curriculum Action Plan:

Kindergarten Curriculum Action Plan

Lesson, Event, or Unit Theme	Career Standard or Mindset & Behavior	Curriculum & Materials	Start & End Dates	# of Students Taught	Location	Stakeholder Teaching Standard	Contact Person	Indicator
New Student and Kindergarten Orientation	ASCA A:C1	Registration Packet	August	All incoming Kindergarten and New Students	School buildings	Not assessed	School Counselor	Fulmer Herberg Hootman Lockwood Stewart
Getting Ready	CEW 13.1.3	Getting ready for Kindergarten routines, activities, and stories	September	All	Classrooms	Not assessed	School Counselor	Fulmer Herberg Hootman Lockwood Stewart
Red Ribbon Week	ASCA PS:C1	Materials from Positive Promotions and/or Elks	October	All	Classroom	Not assessed	School Counselor	Fulmer Herberg Hootman Lockwood Stewart
Firefighter Phil Program	CEW 13.1.3 13.3.3	Firefighter Phil Program Materials and Curriculum	October	All	Classroom	Not assessed	Fire Department Teachers	Fulmer Herberg Hootman Lockwood Stewart
Grief Awareness Day	ASCA PS:A1	Materials from the Caring Place	November	All	Classroom	Not assessed	School Counselor	Fulmer Herberg Hootman Lockwood Stewart

Shop with a Cop	CEW 13.1.3	Police Department	December	Approximately 5 students	Various stores	Not assessed	School Counselor	Fulmer Herberg Hootman Lockwood Stewart
Recognition of pro-social behaviors	CEW 13.3.3	School Wide Positive Behavior Plan	Ongoing all year	All	School building	Not assessed	Building staff	Fulmer Herberg Hootman Lockwood Stewart
Parent, Teacher, Student Conferences	ASCA A:B1 A:B2	Student Data	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
Input for ER, RR, GIEP and 504 evaluations & referrals	ASCA A:B1 A:B2	Student meetings	Ongoing all year	Special education students or students thought to be	Conference Room	Not assessed	School Counselor	Fulmer Herberg Hootman Lockwood Stewart
SMART Program	ASCA PS:A1 PS:A2	Evaluation tool and rating scales	Ongoing all year	Students with behavioral issues	Schools with the SMART program	Not assessed	SMART Staff	Fulmer Herberg Hootman Lockwood Stewart
Project Wisdom	ASCA PS:A2	Project Wisdom materials	Ongoing all year	All	PA system	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Saving for Success	CEW 13.4.3	ONE Federal Credit Union	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart

Developmental Guidance Lessons	ASCA PS:A1 PS:A2	Variety of Chapter 339 career materials	Ongoing all year	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Second Step Lessons	CEW 13.2.3 13.3.3	Second Step curriculum	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
SmartFutures Career Activities	CEW 13.1.3 13.2.3 13.3.3 13.4.3	SmartFutures.org	Ongoing all year	All Students	Classroom	Reflections, Career Plan and Portfolio	School Counselors Teachers	Fulmer Herberg Hootman Lockwood Stewart
Resource Officer Lessons (by teacher request)	CEW 13.1.3 13.3.3	Resource Officer Curriculum and Materials	Ongoing all year	All	Classroom	Not assessed	Police Officer Teachers	Fulmer Herberg Hootman Lockwood Stewart

Concept 7: Guidance Curriculum Action Plan Tool

Grade 1 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
Getting Ready	CEW 13.1.3	Getting ready for school stories	September	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Red Ribbon Week	ASCA PS:C1	Materials from Positive Promotions	October	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Firefighter Phil Program	CEW 13.1.3 13.3.3	Firefighter Phil Program Materials and Curriculum	October	All	Classroom	Not assessed	Fire Department Teachers	Fulmer Herberg Hootman Lockwood Stewart
Grief Awareness Day	ASCA PS:A1	Materials from the Caring Place	November	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Shop with a Cop	CEW 13.1.3	Police Department	December	Approximately 5 students	Walmart	Need basis	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Recognition of pro-social behaviors	CEW 13.3.3	School Wide Behavior Plan	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood

								Stewart
Parent, Teacher, Student Conferences	ASCA A:B1 A:B2	Student Data	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
Input for ER, RR, GIEP and 504 evaluations & referrals	ASCA A:B1 A:B2	Student Meetings	Ongoing all year	Special education students or students thought to be.	Conference Room	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
SMART Program	ASCA PS:A1 PS:A2	Evaluation tools and rating scales	Ongoing all year	Students with behavioral issues	Schools with the SMART Program	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Project Wisdom	ASCA PS:A2	Project Wisdom materials	Ongoing all year	All	PA system	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Saving Success	CEW 13.4.3	ONE Federal Credit Union	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Second Step Lessons	CEW 13.2.3 13.3.3	Second Step curriculum	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
Developmental Guidance Lessons	ASCA PS:A1 PS:A2	Feelings Like Yours	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart

SmartFutures Career Activities	CEW 13.1.3 13.2.3 13.3.3 13.4.3	SmartFutures.org	Ongoing all year	All Students	Classroom	Reflections, Career Plan and Portfolio	School Counselors Teachers	Fulmer Herberg Hootman Lockwood Stewart
Resource Officer Lessons (by teacher request)	CEW 13.1.3 13.3.3	Resource Officer Curriculum and Materials	Ongoing all year	All	Classroom	Not assessed	Police Officer Teachers	Fulmer Herberg Hootman Lockwood Stewart

Grade 2 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
Red Ribbon Week	ASCA PS:D2	Materials from Positive Promotions	October	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Firefighter Phil Program	CEW 13.1.3 13.3.3	Firefighter Phil Program Materials and Curriculum	October	All	Classroom	Not assessed	Fire Department Teachers	Fulmer Herberg Hootman Lockwood Stewart
Grief Awareness Day	ASCA PS:A1	Materials from the Caring Place	November	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Shop with a Cop	CEW 13.1.3	Police Department	December	Approximately 5 students	Wal-Mart	Need basis	School Counselors	Fulmer Herberg

								Hootman Lockwood Stewart
Recognition of pro-social behaviors	CEW 13.3.3	School Wide Behavior Plan	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Parent, Teacher, Student Conferences	ASCA A:B1 A:B2	Student Data	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
Input for ER, RR, GIEP and 504 evaluations & referrals	ASCA A:B1 A:B2	Student Meetings	Ongoing all year	Special education students or students thought to be.	Conference Room	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
SMART Program	ASCA PS:A1 PS:A2	Evaluation tools and rating scales	Ongoing all year	Students with behavioral issues	Schools with the SMART Program	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Project Wisdom	ASCA PS:A2	Project Wisdom materials	Ongoing all year	All	PA system	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Saving for Success	CEW 13.4.3	ONE Federal Credit Union	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Second Step Lessons	CEW 13.2.3 13.3.3	Second Step curriculum	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman

								Lockwood Stewart
Developmental Guidance Lessons	ASCA PS:A1 PS:A2	Feelings Like Yours	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
SmartFutures Career Activities	CEW 13.1.3 13.2.3 13.3.3 13.4.3	SmartFutures.org	Ongoing all year	All Students	Classroom	Reflections, Career Plan and Portfolio	School Counselors Teachers	Fulmer Herberg Hootman Lockwood Stewart
Resource Officer Lessons (by teacher request)	CEW 13.1.3 13.3.3	Resource Officer Curriculum and Materials	Ongoing all year	All	Classroom	Not assessed	Police Officer Teachers	Fulmer Herberg Hootman Lockwood Stewart

Grade 3 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
Red Ribbon Week	ASCA PS:C1	Materials from Positive Promotions	October	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Firefighter Phil Program	CEW 13.1.3 13.3.3	Firefighter Phil Program Materials and Curriculum	October	All	Classroom	Not assessed	Fire Department Teachers	Fulmer Herberg Hootman Lockwood Stewart

Grief Awareness Day	ASCA PS:A1	Materials from the Caring Place	November	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Shop with a Cop	CEW 13.1.3	Police Department	December	Approximately 5 students	Walmart	Need basis	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Health Fair	CEW 13.1.3	Materials provided at Fair	May	All	Meadville Medical Center	Not assessed	Staff from Meadville Medical Center	Fulmer Herberg Hootman Lockwood Stewart
Recognition of pro-social behaviors	CEW 13.3.3	School Wide Behavior Plan	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Parent, Teacher, Student Conferences	ASCA A:B1 A:B2	Student Data	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
Input for ER, RR, GIEP and 504 evaluations & referrals	ASCA A:B1 A:B2	Student Meetings	Ongoing all year	Special education students or students thought to be.	Conference Room	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
SMART Program	ASCA PS:A1 PS:A2	Evaluation tools and rating scales	Ongoing all year	Students with behavioral issues	Schools with the SMART Program	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart

Project Wisdom	ASCA PS:A2	Project Wisdom materials	Ongoing all year	All	PA system	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Saving for Success	CEW 13.4.3	ONE Federal Credit Union	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Second Step Lessons	CEW 13.2.3 13.3.3	Second Step curriculum	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
Too Good for Drugs lessons	CEW 13.2.3 13.3.3	Too Good for Drugs curriculum	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Lockwood Stewart
Developmental Guidance Lessons	ASCA PS:A1 PS:A2	Feelings Like Yours	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
SmartFutures Career Activities	CEW 13.1.3 13.2.3 13.3.3 13.4.3	SmartFutures.org	Ongoing all year	All Students	Classroom	Reflections, Career Plan and Portfolio	School Counselors Teachers	Fulmer Herberg Hootman Lockwood Stewart
Resource Officer Lessons (by teacher request)	CEW 13.1.3 13.3.3	Resource Officer Curriculum and Materials	Ongoing all year	All	Classroom	Not assessed	Police Officer Teachers	Fulmer Herberg Hootman Lockwood Stewart

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
Red Ribbon Week	ASCA PS:C1	Materials from Positive Promotions	October	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Grief Awareness Day	ASCA PS:A1	Materials from the Caring Place	November	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Shop with a Cop	CEW 13.1.5	Police Department	December	Approximately 5 students	Walmart	Need basis	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
4 th graders as Scientists	CEW 13.1.5 13.2.5	Materials provided on site	March/April	All	Allegheny College	Not assessed	All	Fulmer Herberg Hootman Lockwood Stewart
Recognition of pro-social behaviors	CEW 13.3.5	School Wide Behavior Plan	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Parent, Teacher, Student Conferences	ASCA A:B1 A:B2	Student Data	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood

								Stewart
Input for ER, RR, GIEP and 504 evaluations & referrals	ASCA A:B1 A:B2	Student Meetings	Ongoing all year	Special education students or students thought to be.	Conference Room	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
SMART Program	ASCA PS:A1 PS:A2	Evaluation tools and rating scales	Ongoing all year	Students with behavioral issues	Schools with the SMART Program	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Project Wisdom	ASCA PS:A2	Project Wisdom materials	Ongoing all year	All	PA system	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Saving for Success	CEW 13.4.5	ONE Federal Credit Union	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Second Step Lessons	CEW 13.2.5 13.3.5	Second Step curriculum	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
Too Good for Drugs lessons	CEW 13.2.5 13.3.5	Too Good for Drugs curriculum	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Lockwood Stewart
Developmental Guidance Lessons	ASCA PS:A1 PS:A2	Feelings Like Yours	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart

SmartFutures Career Activities	CEW 13.1.5 13.2.5 13.3.5 13.4.5	SmartFutures .org	Ongoing all year	All Students	Classroom	Reflections, Career Plan and Portfolio	School Counselors Teachers	Fulmer Herberg Hootman Lockwood Stewart
Resource Officer Lessons (by teacher request)	CEW 13.1.3 13.3.3	Resource Officer Curriculum and Materials	Ongoing all year	All	Classroom	Not assessed	Police Officer Teachers	Fulmer Herberg Hootman Lockwood Stewart

Grade 5 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
Red Ribbon Week	ASCA PS:C1	Materials from Positive Promotions	October	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Crawford County Career and Technical Center (CCCTC) presentation	CEW 13.1.5 13.3.5	Provided by CTC staff and students	October	All	The school	Not assessed	CCCTC staff, counselor, and students	Fulmer Herberg Hootman Lockwood Stewart
Grief Awareness Day	ASCA PS:A1	Materials from the Caring Place	November	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Shop with a Cop	CEW 13.1.5	Police Department	December	Approx. 5 students	Walmart	Need basis	School Counselors	Fulmer Herberg Hootman

								Lockwood Stewart
Agriculture Encounter	CEW 13.1.5 13.2.5 13.3.5 13.4.5	Provided on site	Fall or Spring	All	Crawford County Fairgrounds	Not assessed	Cooperative Extension staff	Fulmer Herberg Hootman Lockwood Stewart
Recognition of pro-social behaviors	CEW 13.3.5	School Wide Behavior Plan	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Parent, Teacher, Student Conferences	ASCA A:B1 A:B2	Student Data	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
Input for ER, RR, GIEP and 504 evaluations & referrals	ASCA A:B1 A:B2	Student Meetings	Ongoing all year	Special education students or students thought to be.	Conference Room	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
SMART Program	ASCA PS:A1 PS:A2	Evaluation tools and rating scales	Ongoing all year	Students with behavioral issues	Schools with the SMART Program	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Project Wisdom	ASCA PS:A2	Project Wisdom materials	Ongoing all year	All	PA system	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Saving for Success	CEW 13.4.5	ONE Federal Credit Union	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman

								Lockwood Stewart
Second Step Lessons	CEW 13.2.5 13.3.5	Second Step curriculum	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
Too Good for Drugs lessons	CEW 13.2.5 13.3.5	Too Good for Drugs curriculum	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Lockwood Stewart
Developmental Guidance Lessons	ASCA PS:A1 PS:A2	Feelings Like Yours	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Junior Achievement BizTown	CEW 13.1.5 13.2.5 13.3.5 13.4.5	Junior Achievement lessons and materials	Ongoing all year	All	The school and BizTown	Not assessed	Classroom teachers and school counselors	Fulmer Herberg Hootman Lockwood Stewart
SmartFutures Career Activities	CEW 13.1.5 13.2.5 13.3.5 13.4.5	SmartFutures.o rg	Ongoing all year	All Students	Classroom	Reflections, Career Plan and Portfolio	School Counselors Teachers	Fulmer Herberg Hootman Lockwood Stewart
Resource Officer Lessons (by teacher request)	CEW 13.1.3 13.3.3	Resource Officer Curriculum and Materials	Ongoing all year	All	Classroom	Not assessed	Police Officer Teachers	Fulmer Herberg Hootman Lockwood Stewart

Grade 6 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
Red Ribbon Week	ASCA PS:C1	Materials from Positive Promotions	October	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Grief Awareness Day	ASCA PS:A1	Materials from the Caring Place	November	All	Classroom	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Shop with a Cop	CEW 13.1.8	Police Department	December	Approximately 5 students	Walmart	Need basis	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Crawford County Career Technical Center (CCCTC) Tour	CEW 13.3.8	CCCTC Brochure and Handout	December	All	CCCTC	Reflection in Career Portfolio	CCCTC School Counselors Teachers	Fulmer Herberg Hootman Lockwood Stewart
Middle School Transition presentation and tour	CEW 13.3.8	Provided by MAMS and CJSH	May	All	MAMS and CJSH	Not assessed	Middle School staff and peer mentors	Fulmer Herberg Hootman Lockwood Stewart
Recognition of pro-social behaviors	CEW 13.3.8	School Wide Behavior Plan	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood

								Stewart
Parent, Teacher, Student Conferences	ASCA A:B1 A:B2	Student Data	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
Input for ER, RR, GIEP and 504 evaluations & referrals	ASCA A:B1 A:B2	Student Meetings	Ongoing all year	Special education students or students thought to be.	Conference Room	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
SMART Program	ASCA PS:A1 PS:A2	Evaluation tools and rating scales	Ongoing all year	Students with behavioral issues	Schools with the SMART Program	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Project Wisdom	ASCA PS:A2	Project Wisdom materials	Ongoing all year	All	PA system	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Saving for Success	CEW 13.4.8	ONE Federal Credit Union	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
Second Step Lessons	CEW 13.2.8 13.3.8	Second Step curriculum	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Hootman Lockwood Stewart
Too Good for Drugs lessons	CEW 13.2.8 13.3.8	Too Good for Drugs curriculum	Ongoing all year	All	Classroom	Not assessed	Teachers	Fulmer Herberg Lockwood Stewart

Developmental Guidance Lessons	ASCA PS:A1 PS:A2	Feelings Like Yours	Ongoing all year	All	The school	Not assessed	School Counselors	Fulmer Herberg Hootman Lockwood Stewart
SmartFutures Career Activities	CEW 13.1.8 13.2.8 13.3.8 13.4.8	SmartFutures.org	Ongoing all year	All Students	Classroom	Reflections, Career Plan and Portfolio	School Counselors Teachers	Fulmer Herberg Hootman Lockwood Stewart
Resource Officer Lessons (by teacher request)	CEW 13.1.3 13.3.3	Resource Officer Curriculum and Materials	Ongoing all year	All	Classroom	Not assessed	Police Officer Teachers	Fulmer Herberg Hootman Lockwood Stewart

Grade 7 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
Transition Orientation & Tour	CEW 13.1.8	Student schedules	August	All students	MAMS / CJH	Reflection	School Counselors	Franz Volkstadt Warren
Grade level presentations	CEW 13.1.8	PowerPoint	September	All students	MAMS / CJH	Not assessed	School Counselors	Franz Volkstadt Warren
Red Ribbon Week Awareness	ASCA PS:C1	PowerPoint	October	All students	MAMS	Not assessed	School Counselors	Franz Warren

Individual student meetings regarding failing grades	CEW 13.1.8	Student's Progress Report/Report card	November, December, January, February, April, May, & June	As Needed	MAMS / CJH	Not assessed	School Counselors	Franz Volkstadt Warren
Caring Team, recognition of Children's Grief Awareness Day	ASCA PS:A1	Announcements	November	All students	MAMS / CJH	Not assessed	School Counselors	Franz Volkstadt Warren
Registration process	CEW 13.1.8	PowerPoint & Registration sheet	February	All students	MAMS / CJH	Completion of registration sheet	School Counselors	Franz Volkstadt Warren
Career Day	CEW 13.2.8 13.3.8	PowerPoint	May	All students	MAMS	Reflection	School Counselors	Franz Warren
6th to 7th grade transition activities (parent orientation night, student tours, administration & guidance presentation at elementary schools)	CEW 13.1.8	PowerPoint	May	All students	MAMS / CJH	Not assessed	School Counselors	Franz Volkstadt Warren
Grief Group	ASCA PS:A1	Grief Curriculum & Activities	December to January and February to March	As Needed	MAMS	Survey completed during final group	School Counselors	Franz Warren

Team meetings with parents, teachers, and/or students	CEW 13.3.8	Grades, Attendance, & Discipline Reports	Ongoing all year	Identified students	MAMS / CJH	Not assessed	School Counselors	Franz Volkstadt Warren
IEP, GIEP, and 504 meetings	CEW 13.2.8 13.3.8	Student's IEP/GIEP/504	Ongoing all year	Identified students	MAMS / CJH	Completed IEP/GIEP/504	School Counselors & Transition Coordinator	LS Teachers Franz Volkstadt Warren
SAP team meetings	ASCA PS:C1 PS: B1	SAP referral	Ongoing all year	As Needed	MAMS / CJH	Completed assessment	School Counselors	Franz Volkstadt Warren
SmartFutures Career Activities	CEW 13.1.8 13.2.8 13.3.8 13.4.8	SmartFutures.org	Ongoing all year	All Students	MAMS / CJH	Reflections, Career Plan and Portfolio	School Counselors Teachers	Franz Volkstadt Warren
Project Wisdom	ASCA PS:A2	Project Wisdom materials	Ongoing all year	All	MAMS	Not assessed	School Counselors	Franz Warren

Grade 8 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
Grade level presentations	CEW 13.1.8	PowerPoint	September	All students	MAMS / CJH	Not assessed	School Counselors	Franz Volkstadt Warren
Career Awareness Fair	CEW 13.1.8 13.2.8	Presenters	September	All students	MAMS / CJH	Reflection	School Counselors Teachers	Franz Volkstadt Warren

	13.3.8 13.4.8							
Red Ribbon Week Awareness	ASCA PS:C1	PowerPoint	October	All students	MAMS	Not assessed	School Counselors	Franz Warren
Individual student meetings regarding failing grades	CEW 13.1.8	Student's Progress Report/Report card	November, December, January, February, April, May, & June	As needed	MAMS / CJH	Not assessed	School Counselors	Franz Volkstadt Warren
Caring Team, recognition of Children's Grief Awareness Day	ASCA PS:A1	Announcements	November	All students	MAMS / CJH	Not assessed	School Counselors	Franz Volkstadt Warren
Registration process	CEW 13.1.8	PowerPoint & Registration sheet	February	All students	MAMS / CJH	Completion of registration sheet	School Counselors	Franz Volkstadt Warren
8th to 9th grade transition parent orientation night and student assembly	CEW 13.1.8	PowerPoint	March	All students	MAMS / CJH	Not assessed	School Counselors	Anderson Foulk Lindeman Swick
Career Day	CEW 13.2.8 13.3.8	PowerPoint	May	All students	MAMS	Reflection	School Counselors	Franz Warren
Grief Group	ASCA PS:A1	Grief Curriculum & Activities	December to January and February to March	As needed	MAMS	Survey completed during final group	School Counselors	Franz Warren

Team meetings with parents, teachers, and/or students	CEW 13.3.8	Grades, Attendance, & Discipline Reports	Ongoing all year	Identified Students	MAMS / CJH	Not assessed	School Counselors	Franz Volkstadt Warren
IEP, GIEP, and 504 meetings	CEW 13.2.8 13.3.8	Student's IEP/GIEP/504	Ongoing all year	Identified Students	MAMS / CJH	Completed IEP/GIEP/504	School Counselors & Transition Coordinator	Craft Franz Volkstadt Warren
SAP team meetings	ASCA PS:C1 PS: B1	SAP referral	Ongoing all year	As needed	MAMS / CJH	Completed assessment	School Counselors	Franz Volkstadt Warren
SmartFutures Career Activities	CEW 13.1.8 13.2.8 13.3.8 13.4.8	SmartFutures.org	Ongoing all year	All Students	MAMS / CJH	Reflections, Career Plan and Portfolio	School Counselors Teachers	Franz Volkstadt Warren
Project Wisdom	ASCA PS:A2	Project Wisdom materials	Ongoing all year	All	MAMS	Not assessed	School Counselors	Franz Warren

Grade 9 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Transition Orientation & Tour	CEW 13.1.11	Student schedules	August	All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Grade level presentations	CEW 13.1.11	PowerPoint	September	All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick

CCCTC counselor classroom presentation	CEW 13.1.11 13.2.11	PowerPoint & Video	September	All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
College/Career Fair	CEW 13.1.11 13.2.11 13.3.11	Vender tables	October	Available to All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Organize CCCTC tours	CEW 13.1.11	CCCTC program materials	October	All Students	MASH / CHS	CCCTC Application	School Counselors	Anderson Foulk Ray Swick
SmartFutures Career Activities	CEW 13.1.11 13.2.11 13.3.11 13.4.11	SmartFutures.org	Ongoing all year	All Students	MASH / CHS	Reflections, Career Plan and Portfolio	School Counselors Teachers	Anderson Foulk Ray Swick

Grade 10 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Grade level presentations	CEW 13.1.11	PowerPoint	September	All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Individual student meetings regarding failing grades	CEW 13.1.11	Student's Progress Report/Report card	November, December, January, February, April, May, & June	As needed	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Caring Team, recognition of	ASCA PS:A1	Announcements	November	All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk

Children's Grief Awareness Day								Ray Swick
Course selection assemblies	CEW 13.1.11 13.3.11	Registration materials	January	All Students	CHS	Not assessed	School Counselor	Ray
Registration process	CEW 13.1.11 13.3.11	PowerPoint / Registration sheet	February	All Students	MASH / CHS	Completion of registration sheet	School Counselors	Anderson Foulk Ray Swick
Grade level presentations	CEW 13.1.11	PowerPoint	September	All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Individual student meetings regarding failing grades	CEW 13.1.11	Student's Progress Report/Report card	November, December, January, February, April, May, & June	As needed	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Caring Team, recognition of Children's Grief Awareness Day	ASCA PS:A1	Announcements	November	All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Course selection assemblies	CEW 13.1.11 13.3.11	Registration materials	January	All Students	CHS	Not assessed	School Counselor	Ray
Registration process	CEW 13.1.11 13.3.11	PowerPoint / Registration sheet	February	All Students	MASH / CHS	Completion of registration sheet	School Counselors	Anderson Foulk Ray Swick
Team meetings with	CEW 13.3.11	Grades, Attendance, &	Ongoing all year	As needed	MASH / CHS	Not assessed	School Counselors	Anderson Foulk

parents, teachers, and/or students		Discipline Reports						Ray Swick
IEP, GIEP, and 504 meetings	CEW 13.2.11 13.3.11	Student's IEP/GIEP/504	Ongoing all year	Identified Students	MASH / CHS	Completed IEP, GIEP or 504	School Counselors & Transition Coordinator	Anderson Craft Foulk Ray Swick
SAP team meetings	ASCA PS:C1 PS:B1	SAP referral	Ongoing all year	As needed	MASH / CHS	Completed assessment	School Counselors	Anderson Foulk Ray Swick
Credit Review	CEW 13.1.11 13.3.11	Credit Calculator & Student transcript	Ongoing all year	All Students	MASH / CHS	Completed Credit Calculation	School Counselors	Anderson Foulk Ray Swick
Job shadow & internship opportunities	CEW 13.1.11 13.2.11 13.3.11 13.4.11	Handbook Contract Interview	Ongoing all year	Available to All Students	MASH/CHS	Not assessed	Business / Community Members	Selected Representative
SmartFutures Career Activities	CEW 13.1.11 13.2.11 13.3.11 13.4.11	SmartFutures.org	Ongoing all year	All Students	MASH / CHS	Reflections, Career Plan and Portfolio	School Counselors Teachers	Anderson Foulk Ray Swick
ASVAB Career Testing	13.1.11	Delivered by Non-school personnel	October	All students	MASH/CHS	Completed assessment	Non-school personnel School counselors Military personnel	Anderson Foulk Ray Swick

Grade 11 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Grade level presentations	CEW 13.1.11	PowerPoint	September	All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
College / Career Fair	CEW 13.1.11 13.2.11 13.3.11	Vender tables	October	Available to All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Individual student meetings regarding failing grades	CEW 13.1.11	Student's Progress Report/Report card	7 times per year	As needed	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Caring Team, recognition of Children's Grief Awareness Day	ASCA PS:A1	Announcements	November	All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Financial Aid Night	CEW 13.1.11 13.3.11	Vender tables	December	Available to All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Course selection assemblies	CEW 13.1.11 13.3.11	Registration materials	January	All Students	CHS	Not assessed	School Counselor	Ray
Disseminate FAFSA information	CEW 13.3.11	FAFSA Application	January	Available to All Students	MASH / CHS	Completed application	School Counselors	Anderson Foulk Ray

								Swick
Registration process	CEW 13.1.11	PowerPoint / Registration sheet	February	All Students	MASH / CHS	Completion of registration sheet	School Counselors	Anderson Fouk Ray Swick
Course selection assemblies	CEW 13.1.11 13.3.11	Registration materials	March	All Students	MASH	Not assessed	School Counselors	Anderson Fouk Swick
Team meetings with parents, teachers, and/or students	CEW 13.3.11	Grades, Attendance, & Discipline Reports	Ongoing all year	As needed	MASH / CHS	Not assessed	School Counselors	Anderson Fouk Ray Swick
IEP, GIEP, and 504 meetings	CEW 13.2.11 13.3.11	Student's IEP/GIEP/504	Ongoing all year	Identified Students	MASH / CHS	Completed IEP / GIEP / 504	School Counselors & Transition Coordinator	Anderson Craft Fouk Ray Swick
SAP team meetings	ASCA PS:C1 PS:B1	SAP referral	Ongoing all year	As needed	MASH / CHS	Completed assessment	School Counselors	Anderson Fouk Ray Swick
Credit Review	CEW 13.1.11 13.3.11	Credit Calculator & Student transcript	Ongoing all year	All Students	MASH / CHS	Completed Credit Calculation	School Counselors	Anderson Fouk Ray Swick
Partnership and presentations by institutions and workforce	CEW 13.3.11 13.4.11	Institution Provided Literature	Ongoing all year	Available to All Students	MASH/CHS	Not assessed	Business / Community Members	Selected Representative
Job shadow & internship opportunities	CEW 13.1.11 13.2.11	Handbook Contract Interview	Ongoing all year	Available to All Students	MASH/CHS	Not assessed	Business / Community Members	Selected Representative

	13.3.11 13.4.11							
SmartFutures Career Activities	CEW 13.1.11 13.2.11 13.3.11 13.4.11	SmartFutures.org	Ongoing all year	All Students	MASH / CHS	Reflections, Career Plan and Portfolio	School Counselors Teachers	Anderson Foulk Ray Swick

Grade 12 Curriculum Action Plan

Lesson or Program Content	ASCA Domain or CEW Standard	Curriculum & Materials	Start & End Dates	# of Students Affected	Location	Stakeholder Teaching Standard	Contact Person	Indicator
Grade level presentations	CEW 13.1.11	PowerPoint	September	All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
College / Career Fair	CEW 13.1.11 13.2.11 13.3.11	Vender tables	October	Available to All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Individual student meetings regarding failing grades	CEW 13.1.11	Student's Progress Report/Report card	November, December, January, February, April, May, & June	As needed	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Caring Team, recognition of Children's Grief Awareness Day	ASCA PS:A1	Announcements	November	All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Financial Aid Night	CEW 13.1.11 13.3.11	Vender tables	December	Available to All Students	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
Disseminate FAFSA information	CEW 13.3.11	FAFSA Application	January	Available to All Students	MASH / CHS	Completed application	School Counselors	Anderson Foulk Ray Swick

Registration process	CEW 13.1.11	PowerPoint / Registration sheet	February	All Students	MASH / CHS	Completion of registration sheet	School Counselors	Anderson Foulk Ray Swick
Course selection assemblies	CEW 13.1.11 13.3.11	Registration materials	March	All Students	MASH/CHS	Not assessed	School Counselors	Anderson Foulk Swick
12th grade career planning survey	CEW 13.1.11	Survey	May	All Students	MASH / CHS	Completed survey	School Counselors	Anderson Foulk Ray Swick
Team meetings with parents, teachers, and/or students	CEW 13.3.11	Grades, Attendance, & Discipline Reports	Ongoing all year	As needed	MASH / CHS	Not assessed	School Counselors	Anderson Foulk Ray Swick
IEP, GIEP, and 504 meetings	CEW 13.2.11 13.3.11	Student's IEP/GIEP/504	Ongoing all year	Identified Students	MASH / CHS	Completed IEP/GIEP/504	School Counselors	Anderson Foulk Ray Swick
SAP team meetings	ASCA PS:C1 PS:B1	SAP referral	Ongoing all year	As needed	MASH / CHS	Completed assessment	School Counselors	Anderson Foulk Ray Swick
Credit Review	CEW 13.1.11 13.3.11	Credit Calculator & Student transcript	Ongoing all year	All Students	MASH / CHS	Completed Credit Calculation	School Counselors	Anderson Foulk Ray Swick
Partnership and presentations by institutions and workforce	CEW 13.3.11 13.4.11	Institution Provided Literature	Ongoing all year	Available to All Students	MASH/CHS	Not assessed	Business / Community Members	Selected Representative

Job shadow & internship opportunities	CEW 13.1.11 13.2.11 13.3.11 13.4.11	Handbook Contract Interview	Ongoing all year	All Students	MASH / CHS	Not assessed	Business / Community Members	Selected Representative
SmartFutures Career Activities	CEW 13.1.11 13.2.11 13.3.11 13.4.11	SmartFutures.org	Ongoing all year	All Students	MAMS / CHS	Reflections, Career Plan and Portfolio	School Counselors Teachers	Anderson Foulk Ray Swick

8. Annual Program Goals:

LEVEL: ELEMENTARY

Smart Format	Academic	Career	Social/Emotional
SPECIFIC: What is the specific issue based on your schools' data?	Students will explore how their current school subjects relate to potential careers through a variety of activities and programs that promote career exploration and growth.	Students will complete the minimum number of required Ch. 339 career activities throughout the school year for each grade level.	Students will be exposed to and taught soft skills through activities and presentations with a focus on interpersonal skills.
MEASURABLE: How will we measure the effectiveness of our interventions?	Students will complete a personal reflection which describes their personal interests and academic skills related to their potential career.	--Students in grades K-3 will complete a minimum of 2 activities. --Students in grade 4 will complete a minimum of 2 activities. --Students in grade 5 will complete minimum of 2 activities for a total of 6 activities by the end of 5 th grade. --Students in grade 6 will complete 2 activities during the 6 th grade year.	The number of office discipline referrals will decrease.
ATTAINABLE: What outcome would stretch us but is still attainable	95 – 100% of students will complete the reflection.	90% of students will complete the minimum number of required Ch. 339 career activities for the school year.	Referrals will decrease by 5 – 10%.
RESULTS: Is the goal reported in results-oriented data (process, perception, and outcome?)	The results will be reported by hard copy/online student career portfolio.	PIMS report based on counselor tracked activities.	Sapphire, SWIS, and state reporting data will show the results.
TIMELINE: When will our goal be accomplished?	By the end of the academic year.	End of school year.	Ongoing throughout the school year.

LEVEL: MIDDLE SCHOOL

Smart Format	Academic	Career	Social/Emotional
<u>SPECIFIC</u>: What is the specific issue based on your schools' data?	School Counselor will meet with at-risk students a minimum of 1 time per quarter regarding academics.	Students will complete the minimum number of required Ch. 339 career activities throughout the school year for each grade level.	Utilize SAP on a referral basis.
<u>MEASURABLE</u>: How will we measure the effectiveness of our interventions?	Measurable by student performance in class and grades received on progress report &/or report card.	--7 th grade students will have a minimum of 4 total pieces of evidence by the end of school year. --8 th grade students will have a minimum of 6 total pieces of evidence by the end of school year. --New 8 th grade students will have the appropriate number of state mandated pieces of evidence.	Inform staff, parents and students about the SAP and referral process.
<u>ATTAINABLE</u>: What outcome would stretch us but is still attainable	Counselor will meet with 100% of academically at-risk students.	90% of students will complete the minimum number of required Ch. 339 career activities for the school year.	--100% of students & parents involved in the referral process will be educated about SAP services. --Staff will be refreshed on the SAP referral process and services annually.
<u>RESULTS</u>: Is the goal reported in results-oriented data (process, perception, and outcome?)	The results will be reported by notes taken from the School Counselor when meeting with individual students and continually monitoring progress report &/or report card grades.	PIMS report based on counselor tracked activities.	Safe School Report based on tracking of referral data.
<u>TIMELINE</u>: When will our goal be accomplished?	At the middle &/or end of each academic quarter.	End of school year.	End of school year.

LEVEL: HIGH SCHOOL

Smart Format	Academic	Career	Social/Emotional
Specific: What is the specific issue based on your schools' data?	School Counselor will meet with at-risk students a minimum of 1 time per quarter regarding academics.	Students will complete the minimum number of required Ch. 339 career activities throughout the school year for each grade level.	Provide parents and students with resources on school and community agencies during open house.
Measurable: How will we measure the effectiveness of our interventions?	Measurable by student performance in class and grades received on progress report &/or report card.	--9th & 10th grade students will have a minimum of 2 pieces of evidence in each grade level by the end of school year. --11th grade students will acquire an additional 3 pieces of evidence by the end of school year for a total of 7 pieces of evidence in their high school career. --New students will have the appropriate number of state mandated pieces of evidence.	Attendance by agencies such as: Student Assistance Program (SAP), teachers who facilitate the Caring Cupboard and Caring Closet, juvenile probation, Crawford County Drug & Alcohol, Crawford County Human Services, and local outpatient counseling services.
Attainable: What outcome would stretch us but is still attainable	Counselor will meet with 100% of academically at-risk students.	90% of students will complete the minimum number of required Ch. 339 career activities for the school year.	Counselors will receive feedback from the agencies following open house.
Results: Is the goal reported in results-oriented data (process, perception, and outcome?)	The results will be reported by notes taken from the School Counselor when meeting with individual students and continually monitoring progress report &/or report card grades.	PIMS report based on counselor tracked activities.	Counselors will discuss appropriate services with students and parents and refer students to appropriate agencies as needed.
Timeline: When will our goal be accomplished?	At the middle &/or end of each academic quarter.	End of school year.	Throughout the school year.

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	<u>SmartFutures Activities:</u> -My Interests -Community Roles	<u>SmartFutures Activity:</u> -Cooperation in Group Setting	<u>SmartFutures Activity:</u> -Cooperation in Group Setting	
1	<u>SmartFutures Activities:</u> -Preparation for Careers -Using What You Learn IN School -Changing Roles		<u>SmartFutures Activities:</u> -Successful Attitudes and Work Habits -Changing Roles	
2		<u>SmartFutures Activity:</u> -How to Be an Ultra Good Listener	<u>SmartFutures Activity:</u> -Lifelong Learning	<u>SmartFutures Activities:</u> -What is Entrepreneurship? -Character Traits of Entrepreneurs
3	Children's Health Fair <u>SmartFutures Activity:</u> -The Importance of Planning	Children's Health Fair <u>SmartFutures Activities:</u> -The Importance of Planning -Researching Job Opportunities -Writing a Personal Letter	Children's Health Fair <u>SmartFutures Activities:</u> -How Money is Used -The Importance of Planning	
4	4 th graders as Scientists <u>SmartFutures Activities:</u> -Interests and Abilities -Six Career Paths -What is a Career Plan -Choosing a Career	<u>SmartFutures Activities:</u> -Applying Successful Attitudes/Work Habits -What is a Career Plan	<u>SmartFutures Activities:</u> -Interests and Abilities -Cooperation in Group Settings II -My Personal Schedule -Applying Successful Attitudes and Work Habits	<u>SmartFutures Activity:</u> -Risks and Rewards of Entrepreneurship
5	CCCTC Visits to 5 th grade Ag Encounter JA Biz Town <u>SmartFutures Activities:</u> -Career Training Programs -Workplace Roles and Stereotypes	CCCTC visits to 5th grade classes JA Biz Town <u>SmartFutures Activities:</u> -Writing a Business Letter -Researching Job Opportunities -Speaking Skills	CCCTC visits to 5th grade classes JA Biz Town <u>SmartFutures Activities:</u> -Workplace Roles and Stereotypes -Speaking Skills -Budgeting	JA Biz Town Ag Encounter <u>SmartFutures Activities:</u> -Character Traits of Entrepreneurs -Steps of Creating a Good or Service

6	CCCTC Tours MAMS/CJSH Tours <u>SmartFutures Activities:</u> -My Interests Survey -Changing Workplace -Explore your CTC	CCCTC Tours MAMS/CJSH Tours <u>SmartFutures Activity:</u> -Conflict Resolution -Explore your CTC	CCCTC Tours <u>SmartFutures Activities:</u> -Conflict Resolution -My Learning Styles -Changing Workplace -Explore your CTC	<u>SmartFutures Activity:</u> -My Business Plan
7	Course selection & career goals <u>SmartFutures Activities:</u> -Career Clusters & Pathways -My Work Values Survey -Knowledge Skill Ability Survey	Course selection & career goals MAMS- Career Day <u>SmartFutures Activity:</u> -Career Research	MAMS- Career Day CJH- Keyboarding Skills	MAMS- Career Day <u>SmartFutures Activity:</u> -Learning from Entrepreneurs
8	Course selection & career goals Career Awareness Fair <u>SmartFutures Activity:</u> - Economics of Jobs	Course selection & career goals MAMS- Career Day <u>SmartFutures Activities:</u> -My Resume -Budgeting -Career Acquisition Documents -Goal Setting	MAMS- Career Day <u>SmartFutures Activities:</u> -Budgeting -Goal Setting	Career Awareness Fair MAMS- Career Day
9	Crawford County Career Technical Center (CCCTC) tour Course selection/career action plan <u>SmartFutures Activities:</u> -New Thinking About Career Success -My Personality Type -Abilities and Aptitudes -Personal Interests -Preparation for Careers	Career options & career research paper	<u>SmartFutures Activity:</u> -My Personality Type	Crawford County Career Technical Center (CCCTC) work sessions <u>SmartFutures Activity:</u> -New Thinking About Career Success
10	Course selection/career action plan ASVAB assessment <u>SmartFutures Activities:</u> -Career Clusters and Pathways -Experiencing Careers While Still in School	ASVAB assessment <u>SmartFutures Activities:</u> -Job Application -Job Interviews	ASVAB assessment	College / Career Fair

	-Selecting Your Career Goal -Programs and Majors			
11	Course selection/career action plan CCCTC Experience Enrolled Students ASVAB assessment ACT/SAT Testing <u>SmartFutures Activity:</u> -My Schools and Colleges Survey	ASVAB assessment CHS- Character Resume Activity <u>SmartFutures Activity:</u> -Active Listening	CCCTC Experience Enrolled Students ASVAB assessment CHS- Career Pathways <u>SmartFutures Activities:</u> -Active Listening -Personal Budget	College / Career Fair <u>SmartFutures Activity:</u> -The Entrepreneur Within
12	Senior Exit Interview	Senior Exit Interview <u>SmartFutures Activities:</u> Resume Upload Workplace Experiences	Senior Exit Interview <u>SmartFutures Activity:</u> Skills Badges	Senior Exit Interview College / Career Fair

Section Two: Academic and Career Plan Process

1. Demographics	Process Description
<ul style="list-style-type: none"> What is the distinction between the career plan and the career portfolio? What is the role of each? 	<p>The K-12 Career Plan is a summary of all activities aligned to the PA CEW standards. Data from the activities are used to populate the plan's "Who am I?" "Where am I going?" and "How do I get there?" sections.</p> <p>The Career Portfolio is a place to store artifacts that demonstrate the student's work-related experiences and evidence that they are ready for post-secondary success.</p>
<ul style="list-style-type: none"> What grade will the Plan and Portfolio Start? 	<p>Crawford Central's students will begin their academic career portfolio in Kindergarten and continue through 12th grade. The students will begin the academic career plan in 3rd grade and it will follow them through 12th grade.</p>
<ul style="list-style-type: none"> Will the plan/portfolio be electronic, hard copy or both? 	<p>The Career Plans and Portfolios will be created and housed online at SmartFutures.org. Both may be printed if desired.</p>
<ul style="list-style-type: none"> Who will be responsible for maintaining the portfolio? 	<p>The portfolios will be maintained by the school counselors, teachers, and students.</p>

<ul style="list-style-type: none"> What demographic information will be included on the student portfolio? 	Only the students' name and graduation year are shared in the portfolio.
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.
Overall	By completing activities on SmartFutures.org, students earn iStatements which summarize for them, their teachers, and their parents what they learned in terms of preparing for their future success. iStatements are housed on Future Ready Badges and collected as part of the students' career plans.
Kindergarten	13.1.3 Career Awareness & Preparation <ul style="list-style-type: none"> My Interests- Students identify various types of interests' people have, assess their own interests, and relate them to possible careers (A, B). Community Roles- Students identify many jobs that exist in the community (D, E). 13.2.3 Career Acquisition <ul style="list-style-type: none"> Cooperation in Group Setting- Students recognize that being able to work in groups is an important skill (E). 13.3.3 Career Retention & Advancement <ul style="list-style-type: none"> Cooperation in Group Setting- Students rate the ways they operate in group settings and their ability to cooperate and work on a team (B, C). 13.4.3 Entrepreneurship
Grade 1	13.1.3 Career Awareness & Preparation <ul style="list-style-type: none"> Preparation for Careers- Students match the work people do with their jobs and review the education and training needed for several careers (F). Using What You Learn IN School- Students identify things they are learning in school that will help them in a career (H). Changing Roles- Students identify many roles that play a part in in their daily lives (C). 13.2.3 Career Acquisition 13.3.3 Career Retention & Advancement <ul style="list-style-type: none"> Successful Attitudes and Work Habits- Students identify good attitudes and habits they learned and those they need to improve (A). Changing Roles- Students recognize how roles change as time passes and situations change (F).

	13.4.3 Entrepreneurship
Grade 2	<p>13.1.3 Career Awareness & Preparation</p> <p>13.2.3 Career Acquisition</p> <ul style="list-style-type: none"> How to Be an Ultra Good Listener- Students assess their speaking and listening skills related to the ULTRA model. They understand and practice good listening and speaking techniques (A, E). <p>13.3.3 Career Retention & Advancement</p> <ul style="list-style-type: none"> Lifelong Learning- Students chose things they'd like to learn to help them improve their situation at school or at home (G). <p>13.4.3 Entrepreneurship</p> <ul style="list-style-type: none"> What is Entrepreneurship?- Students understand what entrepreneurship means (E). Character Traits of Entrepreneurs- Students role play working in various kid-focused enterprises and assess their own entrepreneurial traits (B).
Grade 3	<p>13.1.3 Career Awareness & Preparation</p> <ul style="list-style-type: none"> Health Fair- Students identify various health field careers in the community and the education/skills needed to pursue those careers (D, G). The Importance of Planning- Students recognize why an education plan is important to help with their education choices (G). <p>13.2.3 Career Acquisition</p> <ul style="list-style-type: none"> Health Fair- Students understand the importance of lifelong learning as it relates to the ever-changing medical field (E). The Importance of Planning- Students develop a plan for the week (D). Researching Job Opportunities- Students research job opportunities on the internet (B). Writing a Personal Letter- Students write a personal letter with an opening, body, and closing (C). <p>13.3.3 Career Retention & Advancement</p> <ul style="list-style-type: none"> Health Fair- Students identify and discuss workplace skills such as dependability, cooperation, and technology (G). How Money is Used- Students have a solid understanding of how money works (D).

	<ul style="list-style-type: none"> • The Importance of Planning- Students understand planning is critical to success in school and at home (E). <p>13.4.3 Entrepreneurship</p>
Grade 4	<p>13.1.5 Career Awareness & Preparation</p> <ul style="list-style-type: none"> • 4th graders as Scientists- Students identify the education/skills needed for science related careers and compare those skills with their own abilities and interests. They understand how interest and abilities can drive their career choices and exploration (A, B). • Interests and Abilities- Students identify career options that match their interests and abilities. They describe how their personal interests and abilities relate to career choices and connect them to careers they may be good at and enjoy (B, H). • Six Career Paths- Students investigate the six career paths and explore a path that matches them (A). • What is a Career Plan- Students can explain the parts of their career plan and portfolio (G). • Choosing a Career- Students understand the factors that influence career choices and different reasons why people choose the career they do (E, F). <p>13.2.5 Career Acquisition</p> <ul style="list-style-type: none"> • Applying Successful Attitudes and Work Habits- Students understand communication skills are important to getting a job (E). • What is a Career Plan- Students can explain the parts of their career plan and portfolio (D). <p>13.3.5 Career Retention & Awareness</p> <ul style="list-style-type: none"> • Interests and Abilities- Students understand how their interests effect what they like to learn (G). • Cooperation in Group Settings II- Students can explain the importance of working with others at home and school. They are aware of group interaction strategies that help them work with others (B, C). • My Personal Schedule- Students develop a personal schedule to help manage their time (E). • Applying Successful Attitudes and Work Habits- Students identify good attitudes and habits they have and those they need to improve (A).

	<p>13.4.5 Entrepreneurship</p> <ul style="list-style-type: none"> • Risks and Rewards of Entrepreneurship- Students understand the risks and rewards of entrepreneurship (A).
Grade 5	<p>13.1.5 Career Awareness & Preparation</p> <ul style="list-style-type: none"> • CCCTC visits to 5th grade classes- Students identify the different programs offered at the Crawford County Career and Technical Center (CCCTC) and the educational opportunities provided. They recognize the CCCTC as an educational option among a range of training programs (D). • Biz Town- Students apply for positions in a mock community and learn how those positions work together to create a successful community. By choosing their own positions they experience the impact of their personal interests and abilities on their choice of career (B). • Ag Encounter- Students identify agricultural related careers and the skills needed for success in those careers. They describe how their own abilities and interests relate to those encountered and how they drive their future career choices and exploration (B). • Career Training Programs- Students describe many types of education and training programs available to them (D). • Workplace Roles and Stereotypes- Students understand how career roles based on gender and race have changed with time (C). <p>13.2.5. Career Acquisition</p> <ul style="list-style-type: none"> • CCCTC visits to 5th grade classes- Students learn and review important workplace skills such as commitment, time management, dependability, and personal initiative (E). • Biz Town- Students learn the importance of workplace skills such as time management, cooperation, and communication (E). • Writing a Business Letter- Students write a business letter with an opening, body, and closing (C). • Researching Job Opportunities- Students find and review available job opportunities from various sources (B). • Speaking Skills- Students can apply good communication techniques in a conversation (A).

	<p>13.3.5 Career Retention & Awareness</p> <ul style="list-style-type: none"> • CCCTC visits to 5th grade classes- Students make the connection about how workplace skills transfer from the home to school and workplace (A). • Biz Town- Students experience the importance of workplace skills in completing tasks and can explain how they are important at home, in school, and in the workplace (B). • Workplace Roles and Stereotypes- Students understand how changing roles impact lifelong learning and career retention and advancement (F). • Speaking Skills- Students can communicate effectively and listen in a conversation (C). • Budgeting- Students can identify different currencies and explain how it is used (D). <p>13.4.5 Entrepreneurship</p> <ul style="list-style-type: none"> • Biz Town- Students identify the risks and rewards of entrepreneurship through their experience of starting and maintaining their mock business through this program experience (A). • Ag Encounter- Students will discuss the entrepreneurial characteristics of agricultural business owners and historical entrepreneurs (B). • Character Traits of Entrepreneurs- Students study the character traits of famous entrepreneurs (B). • Steps of Creating a Good or Service- Students understand the basic steps required to create a business (C).
Grade 6	<p>13.1.8 Career Awareness & Preparation</p> <ul style="list-style-type: none"> • Explore your CTC & CCCTC Tour- Students identify and explore the different programs offered at the Crawford County Career and Technical Center (CCCTC) and learn about the educational opportunities provided. They will recognize the CCCTC as an educational option among a range of training programs and employment opportunities (D). • MAMS/CJSH Tour- Students identify the change in their school day at the Meadville Middle School or Cochran Junior High School. They learn about the relationship between their school subjects and extracurricular activities and how these impact career preparation and post-secondary education and training (F). • My Interests Survey- Students identify their personal interests and identify careers that match them (B).

	<ul style="list-style-type: none"> • Changing Workplace- Students understand how issues around race, gender, age, and disabilities are handled in the modern workplace (C). <p>13.2.8 Career Acquisition</p> <ul style="list-style-type: none"> • Explore your CTC & CCCTC Tour- Students learn and review important workplace skills such as commitment, time management, dependability, and personal initiative (E). • MAMS/CJSH Tour- Students review the importance of their career plans and goals. They refer to their career portfolios as they select elective courses (D). • Conflict Resolution- Students can help to resolve conflicts in a team environment (E). <p>13.3.8 Career Retention and Advancement</p> <ul style="list-style-type: none"> • Explore your CTC & CCCTC Tour- Students learn and observe CCCTC staff and students for positive and professional attitudes and work habits to support career retention and advancement. Students learn about requirements and pre-requisites to enter the CCCTC to help them prepare for their personal career journey (A). • Changing Workplace- Students understand how the workplace has changed in terms of career expectations, preparation needed, increased role of technology, how people work and communicate, and diversity (F). • My Learning Styles- Students know their primary learning style and learn techniques to help them succeed in the classroom or workplace (A). • Conflict Resolution- Students can apply conflict resolution techniques when conflicts arise (C). <p>13.4.8 Entrepreneurship</p> <ul style="list-style-type: none"> • My Business Plan- Students create their own business plan (C).
Grade 7	<p>13.1.8 Career Awareness & Preparation</p> <ul style="list-style-type: none"> • Course selection & career goals- Students analyze their school subjects and experiences for career preparation with their school counselor (F). • Career Clusters and Pathways- Students explore the 16 career clusters and understand how similar careers are grouped (F). • My Work Values Survey- Students analyze how career options relate to their core values (B). • Knowledge Skill Ability Survey- Students identify careers that match their knowledge, skills, and abilities (A).

	<p>13.2.8 Career Acquisition</p> <ul style="list-style-type: none"> • Course selection & career goals- Students select their school subjects and relate them to workplace skills and knowledge including time management, technology, and personal initiative (E). • Career Day (MAMS)- Students learn about essential workplace skills and knowledge and their importance to keeping a job (E). • Career Research- Students use online resources to evaluate careers and job opportunities (B). <p>13.3.8 Career Retention & Advancement</p> <ul style="list-style-type: none"> • Career Day (MAMS)- Students learn about career retention and advancement in formal and informal settings (G). • Keyboarding Skills (CJH)- Students develop their keyboarding skills as a work habit for career retention (A). <p>13.4.8 Entrepreneurship</p> <ul style="list-style-type: none"> • Career Day (MAMS)- Students learn about businesses benefits, wages, and how character traits influence career opportunities (A, B). • Learning from Entrepreneurs- Students study the traits entrepreneurs used to create their companies (A, B).
Grade 8	<p>13.1.8 Career Awareness & Preparation</p> <ul style="list-style-type: none"> • Course selection & career goals- Students analyze their school subjects and experiences for career preparation with their school counselor (F). • Career Awareness Fair- Students attend a community career fair to explore career training opportunities and various employment opportunities (D). • Economics of Jobs- Students understand the economic factors that impact employment opportunities (E). <p>13.2.8 Career Acquisition</p> <ul style="list-style-type: none"> • Course selection & career goals- Students select their school subjects and relate them to workplace skills and knowledge including time management, technology, and personal initiative (E). • Career Day (MAMS)- Students learn about essential workplace skills and knowledge and their importance to keeping a job (E).

	<ul style="list-style-type: none"> • My Resume- Students understand the importance of having a strong, updated resume (C). • Budgeting- Students plan a personal budget with income and expenses (E). • Career Acquisition Documents- Students identify 3 references to support their job applications (C). • Goal Setting- Students set clear goals to help with their time management (E). <p>13.3.8 Career Retention & Advancement</p> <ul style="list-style-type: none"> • Career Day (MAMS)- Students learn about career retention and advancement in formal and informal settings (G). • Budgeting- Students know the definitions of income, expenses, savings, gross pay, net pay, taxes, and charitable contributions (D). • Goal Setting- Students set monthly goals based on their priorities regarding school, relationships, and self (E). <p>13.4.8 Entrepreneurship</p> <ul style="list-style-type: none"> • Career Awareness Fair- Students learn how entrepreneurial character traits influence career opportunities (B). • Career Day (MAMS)- Students learn about businesses benefits, wages, and how character traits influence career opportunities (A, B).
Grade 9	<p>13.1.11 Career Awareness & Preparation</p> <ul style="list-style-type: none"> • Crawford County Career Technical Center (CCCTC) Tour- Students analyze the relationship between career choices and career preparation opportunities, such as, but limited to CCCTC during the tour (F). • Course selection/career action plan- Students analyze career options based on personal interests, abilities, aptitudes, achievements and goals while reviewing & revising their course selection/career action plan with their counselor (B). • New Thinking About Career Success- Students consider many education paths that can lead to career success (F, H). • My Personality Type- Students review careers that match their personality type (A, B). • Abilities and Aptitudes- Students identify careers that match their knowledge, skills, and abilities (A). • Personal Interests- Students identify their personal interests and careers that match their personality (B).

	<ul style="list-style-type: none"> • Preparation for Careers- Students understand that different careers require different types of education paths and there are many paths to career success (F). <p>13.2.11 Career Acquisition</p> <ul style="list-style-type: none"> • Career options & career research paper- Students apply research skills to investigate careers, search for a job, explore career resources and complete a career research paper (B). <p>13.3.11 Career Retention & Advancement</p> <ul style="list-style-type: none"> • My Personality Type- Students analyze how their personality affects how they work individually and with others (A). <p>13.4.11 Entrepreneurship</p> <ul style="list-style-type: none"> • Crawford County Career Technical Center (CCCTC) work sessions- Students are exposed to possible career pathways during a half day department session to identify how program relates to their personal career goals and corporate opportunities (A). • New Thinking About Career Success- Students understand how entrepreneurship relates to their career goals and career opportunities (A).
Grade 10	<p>13.1.11 Career Awareness & Preparation</p> <ul style="list-style-type: none"> • Course selection/career action plan- Students analyze career options based on personal interests, abilities, aptitudes, achievements and goals while reviewing & revising their course selection/career action plan with their counselor (B). • ASVAB- Students review their Vocational Aptitude Battery Assessment scores to justify the selection of a career (E). • Career Clusters and Pathways- Students choose a career cluster that matches their interests (E, G) • Experiencing Careers While Still in School- Students identify things they've done or can do now to prepare them for career success (D). • Selecting your Career Goal- Students identify a career goal (E). • Programs and Majors- Students choose post-secondary programs/majors that align to their career choice (F). <p>13.2.11 Career Acquisition</p> <ul style="list-style-type: none"> • ASVAB- Students analyze their Vocational Aptitude Battery Assessment scores to revise and apply an individualized career portfolio to chosen career path (D).

	<ul style="list-style-type: none"> • Job Application- Students complete a professional job application (A). • Job Interviews- Students understand and can apply good job interviewing skills (A, B). <p>13.3.11 Career Retention & Advancement</p> <ul style="list-style-type: none"> • ASVAB assessment- Students review their Vocational Aptitude Battery Assessment scores to evaluate time management strategies and their application to both personal and work situations (E). <p>13.4.11 Entrepreneurship</p> <ul style="list-style-type: none"> • College/Career Fair- Students analyze entrepreneurship as it relates to personal career goals and corporate opportunities during the district College and Career Fair (A).
Grade 11	<p>13.1.11 Career Awareness & Preparation</p> <ul style="list-style-type: none"> • Course selection/career action plan- Students analyze career options based on personal interests, abilities, aptitudes, achievements and goals while reviewing & revising their course selection/career action plan with their counselor (B). • CCCTC Experience Enrolled Students- Students distinguish and relate career training programs with employment opportunities (D). • ASVAB- Students review their Vocational Aptitude Battery Assessment scores to justify the selection of a career (E). • ACT/SAT testing- Students choose assessments to prepare for their post-secondary options to justify the selection of a career (E). • My Schools and Colleges Survey- Students explore and select schools or colleges that offer training to prepare them for the career they want (F). <p>13.2.11 Career Acquisition</p> <ul style="list-style-type: none"> • ASVAB- Students analyze their Vocational Aptitude Battery Assessment scores to revise and apply an individualized career portfolio to chosen career path (D). • Character Resume Activity (CHS) - Students complete resume activity (C). • Active Listening- Students know effective listening skills that can be used in a job interview (A). <p>13.3.11 Career Retention & Advancement</p> <ul style="list-style-type: none"> • CCCTC Experience Enrolled Students- Students analyze entrepreneurship as it relates to personal career goals and corporate opportunities (F).

	<ul style="list-style-type: none"> • ASVAB assessment- Students review their Vocational Aptitude Battery Assessment scores to evaluate time management strategies and their application to both personal and work situations (E). • Career Pathways (CHS)- Students attend a presentation on three types of post-secondary career opportunities and analyze their career choices (F). • Active Listening- Students practice active listening skills in a one-to-one conversation (B). • Personal Budget- Students make a sample personal budget based on their career goals, where, and how they want to live (D). <p>13.4.11 Entrepreneurship</p> <ul style="list-style-type: none"> • College/Career Fair- Students analyze entrepreneurship as it relates to personal career goals and corporate opportunities during the district College and Career Fair (A). • The Entrepreneur Within- Students study a contemporary entrepreneur and the character traits that made them successful (A, B).
Grade 12	<p>13.1.11 Career Awareness & Preparation</p> <ul style="list-style-type: none"> • Senior Exit Interview- Students analyze the relationship between their personal career goals, career choices and career preparation opportunities, such as, but not limited to associate/bachelor degree, Immediate part/full time employment and/or military training (F). <p>13.2.11 Career Acquisition</p> <ul style="list-style-type: none"> • Senior Exit Interview- Students review and discuss their SmartFutures career plan and portfolio and discuss their future career plans (C). • Resume Upload- Students create a resume and cover letter and upload it to their portfolio (C). • Workplace Experiences- Students add artifacts to their portfolio (C). <p>13.3.11 Career Retention & Advancement</p> <ul style="list-style-type: none"> • Senior Exit Interview- Students evaluate their post-secondary plans and career goals and evaluate their possibilities for career retention and advancement in a changing global workplace (F). • Skills Badges- Students earn Future Ready SKILLS Badges and add them to their portfolio (G). <p>13.4.11 Entrepreneurship</p>

	<ul style="list-style-type: none"> • Senior Exit Interview- Students analyze entrepreneurship as it relates to personal goals and corporate opportunities (A). • College/Career Fair- Students analyze entrepreneurship as it relates to personal career goals and corporate opportunities during the district College and Career Fair (A).
--	---

Student Development of their Plan: Interventions and decisions by students and families during each grade	
<p>The following interventions will be used with Crawford Central students:</p> <p><u>Grades K-12:</u></p> <ul style="list-style-type: none"> • The K-12 Career Plan is a summary of all activities students complete. The activities are aligned to the PA Career Education Work standards. • Students complete SmartFutures activities to develop their comprehensive career plan and portfolio. • In each grade band, students complete interest surveys to assess their interests and abilities and align them with the six Holland personality types (realistic, investigative, artistic, social, enterprising, & conventional) and investigate their personal career clusters. <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • Children's Health Fair – Student travel to stations to learn about different careers in the health field. <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • 4th Graders as Scientists – Students learn about different career areas in the science fields through hands on activities. <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • Ag Encounter – Students travel through stations at the Crawford County Fairgrounds to learn about the skills and knowledge needed for careers in the agricultural industry. • CCCTC Visit to Elementary – Presenters from the Crawford County Career and Technical center visit the classrooms to introduce the programs available. • JA BizTown – Students travel to a mock community to participate in the various careers related to living and working in a community. <p><u>Grade 6:</u></p> <ul style="list-style-type: none"> • Visit to MAMS/CJSH – 6th grade students visit the middle school to learn about the classes, opportunities, and activities offered. They tour the middle school and listen to a presentation to assist with the upcoming transition. 	

- 6th Grade visits the CCCTC – The students travel to the Crawford County Career and Technical Center to learn about the programs offered and the skills, knowledge, and interests related to each program. They also discuss future careers related to each program.

Grades 7-8:

- Course selection and career goals- students choose their courses for the following school year and discuss their career goals with school counselor.
- (MAMS): Career Day- speakers present to our students about their careers including: description of their jobs, educational background, salary, duties, and skills.
- (CJS, Grade 7): Keyboarding skills- all 7th grade students learn keyboarding skills to enhance their abilities.
- (CJH, Grade 8): Resume building skills-all 8th grade students create a resume in class.

Grade 8:

- All 8th grade students are invited to the Crawford County Career Awareness Fair to visit with local employers, educators, and community members representing many different career plans.
- Students complete their 6-8 career plan on SmartFutures to reflect on their education and career goals and prepare for their transition to high school.

Grades 9-12:

- Course selection/career action plan- all students complete a template of their high school core courses, electives, and credit calculator with their school counselor. Students create a post-secondary planning timeline, to help them determine their specific course of action and post-secondary pathway.

Grade 9:

- Career options and career research paper- students investigate careers, explore career resources, and complete a career research paper.
- All students tour the Crawford County Career and Technical Center to expose students to possible career pathways.
- Students applying to the Crawford County Career Technical Center (CCCTC) programs will attend a half day department session to be exposed to possible career pathways.

Grade 10-12:

- All students are invited to attend a College/Career Fair which provides them with information on post-secondary options.

Grade 10:

- All 10th graders take the Armed Services Vocational Aptitude Battery (ASVAB) to explore and identify career interests and aptitudes.

Grade 11:

- Students choose the assessments (ACT or SAT) to prepare for their post-secondary options.
- The Armed Services Vocational Aptitude Battery (ASVAB) is offered for Career Purposes by the military to explore and identify career interests and aptitudes.
- (CHS) Students complete Character Resume Activity- to learn soft skills and prepare for the employment process.
- Students enrolled at the CCCTC discuss their program experience and future career plans with their counselor.
- (CHS) Career Pathways- students attend a presentation on three types of post-secondary career education related to possible career pathways.

Grade 12:

- Students create career acquisition documents including: resume, cover letter, recommendations, and references to prepare for their future job prospects.
- All students complete an exit interview with their counselor in order to discuss their post-secondary plans and career goals. Students review and discuss their SmartFutures career plan and portfolio.

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	Parents/guardians have access to students' academic career plan via their SmartFutures accounts. Information regarding the plans will be provided during open house, parent meetings, and on the district website.
Middle School Parents & Guardians	Parents/guardians have access to students' academic career plan via their SmartFutures accounts. Information regarding the plans will be provided during open house, parent meetings, on Canvas and the district website. In grade 8, parents receive information regarding the high school and receive the course selection guides during the parent transition night. Students meet with their school counselor to review their course selections, 6-8 Career Plan, and discuss future career and educational goals.

High School Parents & Guardians	Parents/guardians have access to students' academic career plan via their SmartFutures accounts. Information regarding the plans will be provided during open house, parent meetings, and on the district website. In grades 9-12, students meet with their school counselor individually to review course selections, credits, career plan and portfolio, and discuss future career and educational goals. Students will sign their course selections and share with their parents.
---------------------------------	--

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
Overall	Students, teachers, and administrators will be rostered with SmartFutures.org so all have access to the students' progress, plans, and portfolios. Counselors are responsible for overseeing the implementation of SmartFutures.org within the classrooms and by classroom teachers. Teachers are able to monitor ongoing work while administrators are responsible for progress toward compliance monitoring and reporting.
Elementary	Teachers and administrators at the elementary level will be informed of the career plan process during faculty meetings, in-services, and at our advisory council meetings. The plans are maintained on SmartFutures.org for faculty members and administrators to access.
Middle School/Junior High	Teachers and administrators at the middle level will be informed of the career plan process during faculty meetings, in-services, and at our advisory council meetings. The plans are maintained on SmartFutures.org for faculty members and administrators to access.
High School	Teachers and administrators at the high school level will be informed of the career plan process during faculty meetings, in-services, and at our advisory council meetings. The plans are maintained on SmartFutures.org for faculty members and administrators to access.

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>Students' plans will be revisited yearly through the scope and sequence of curriculum, ongoing within the classroom, and with individual student meetings. Between 4-8 online activities will be integrated into classroom work and be completed each year. There are new surveys, including a new interest survey introduced in each grade band. Activities may be redone at any time. Favorite careers and career clusters will be reviewed and adjusted as the students' progress to new grade bands. Students will review their previous decisions and make any necessary revisions based on recent experiences and SmartFutures' activities.</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>Counselors will review students' progress at the end of each grade band. The students will present the information of their career plan with the completion of their senior exit survey.</p>

Section Three: Student Academic and Career Portfolio Image

My Career Plan



Amber Warren

Class of 0, Meadville MS

[EDIT](#)

[Print](#)

- 1 SUMMARY +
- 2 WHO AM I? +
- 3 WHERE AM I GOING? +
- 4 HOW DO I GET THERE? +



SMARTFUTURES

Dashboard

Who am I?

Activities 2

Skills 1

Where am I going?

My Careers 14

My Clusters 5

How do I get there?

My Programs/Majors 0

My Schools/Colleges 0

My Plan

My Portfolio

My Badges 4

My Portfolio



Amber Warren

Class of 0, Meadville MS

[EDIT](#)

CAREER/COLLEGE READINESS

CAREER-PATHWAY EXPERIENCES

[+ Add](#)

CAREER ACQUISITION DOCUMENTS

[+ Add](#)

UPLOADED ARTIFACTS

[+ Add](#)



ART & MEDIA

+ Add



HONORS AND AWARDS

+ Add



TEST SCORE

+ Add



EXTRACURRICULAR

+ Add



WORK EXPERIENCE

+ Add



COMMUNITY SERVICE

+ Add



SCHOOL WORK

This section will review the four (4) primary Future Ready outputs from SmartFutures.org: The end of grade band Activity Journals, the 6-8 Career Plan, the K-12 Career Plan, and the K-12 Career Portfolio.

The Grade Band Activity Journals: Artifact Summaries of Completed Activities

Completing an activity yields a one-page artifact that includes:

- Begin, End, and Modified Date
- Summary of what was learned
- Reflection Statement
- iStatements that are housed on a Future Ready Badges

Completion of activities produces an Activity Journal in each grade band. The Activity Journal is a collection of all the activities created for that grade band. This is the document that can be used to share artifacts with another school if they do not use SmartFutures.org.

Example of an Activity Journal:

5


Activity 5:
My Interests Survey

Career Awareness and Preparation

Started: Oct 12, 2020


Completed: Oct 12, 2020

Last modified: Dec 07, 2020




Social
THE Helpers

I like to work with people to enlighten, inform, help, train, or cure them. I am also talented in verbal and written communication. My friends would say I am kind, perceptive, cooperative, understanding, and humanistic. Example jobs include counselors and nurses.



Artistic
THE Creators

I have artistic, innovating or intuitional abilities and like to work in unstructured situations using my imagination and creativity. My friends would say I am imaginative, sensitive and intuitive. Example jobs include musicians and interior designers.



Conventional
THE Organizers


I like to work with data, have clerical or numerical ability, carry out tasks in detail or follow through on others instructions. My friends would say I am persistent, self-controlled and a perfectionist. Example jobs include benefits clerks and accountants.

Gathering Your Thoughts

My personality type is _____. I learned I _____ (examples: like to work with my hands, work outside, want to work with people, etc.). I can use this information to _____ (examples: take classes that interest me, talk to people who work in _____, research other careers I might like).

Badges Awarded

20 NOVEMBER 2020



LEVEL: 6-8

Badge: Personal Interests

Strand: My Interests Survey

★ **I Statement:** I have identified my personal interests and identified careers that match me.

The 6-8 Career Plan

The 6-8 Career Plan is a benchmark document that marks the importance of the student's career goals in planning their transition to high school, specifically in regards to course selection and participation in school activities. While the K-12 Career Plan is available to students at any time, the 6-8 Career Plan is an additional tool specifically geared to helping students with the transition to high school.


The 6-8 Career Plan is presented to the student upon completion of the following key activities:

- My Career Cluster and Pathway
- My Interests Survey
- My Work Values
- My Knowledge, Skills, and Abilities

The plan also includes the student's career choices from their favorite careers folder. In addition, the plan includes:

- A Career Cluster Plan of Study with course recommendations
- A Career Pathway Plan of Study with course recommendations
- A brochure of their chosen Career Cluster highlighting the pathways within this cluster

Sample 6-8 Career Plan:

 TABLE OF CONTENTS	
Glossary of Terms	3
Introduction	4
Journal Entry #1: My Interests	6
◦ Relating Your Interests to Careers and Industries	7
◦ My Primary Interest Type	8
◦ My Secondary Interest Type	9
Journal Entry #2: My Work Values	11
◦ Relating Careers to Your Work Values	11
◦ My Work Values	12
Journal Entry #3: My Knowledge, Skills, and Abilities	13
◦ Relating Your Knowledge, Skills, and Abilities to Careers and Industries	14
◦ My Knowledge, Skills and Abilities	15
Journal Entry #4: My Career Clusters and Pathways	18
◦ Description of Career Clusters	18
◦ My Career Clusters and Pathways	19
My Career Favorites	21
Summary	22
Career Plan of Study	
Career Pathway Plan of Study	
Career Pathway Brochure	

The K-12 Career Plan

The K-12 Career Plan is a summary of all activities aligned to the PA CEW standards. It is framed within the context of a plan that is meaningful to the student, teacher, parent, or additional stakeholder to the student's development. Data from the activities are used to populate the plan's main sections: Who Am I? Where am I going? And How do I Get There?

The plan is organized to reflect the following career education learning model:

- Who Am I?
- Where Am I Going?
- How Do I Get There?

The K-12 Career Plan includes the following:

- A concise summary of the student's implementation of the plan
- Interventions/ assessments and decisions done each year
- A graphical and engaging summary of the most recent results of key assessments (interests, values, personality, learning style, etc.)
- A Summary of the four (4) key decisions made by the student in implementing their plan:
 - Choice(s) of Career
 - Choice(s) of Career Cluster and Pathway
 - Choice(s) of Post-Secondary Program or Major
 - Choice(s) of Post-Secondary School or College

The K-12 Career Portfolio

The Career Portfolio is a place to store artifacts that demonstrate the student's work-related experiences and evidence they are ready for post-secondary success. The Portfolio houses various examples of artifact evidence that is created while using SmartFutures.org and allows students and teachers to upload artifacts created outside of SmartFutures.org.

The Portfolio contains the following sections to hold the students' artifacts that demonstrate the acquisition of Future Ready employability skills:

CAREER/COLLEGE READINESS	A special section of the portfolio that includes artifacts that specifically align to the CEW standards and relate to the implementation of the K-12 Career Plan
Career-Pathway Experiences	Place to store artifacts that relate to implementation of the career plan such as campus visits, college fairs, job shadows, mentorships, job tours, summer programs. Artifacts stored here auto align to CEW 13.1.11.D
Career Acquisition Documents	Place to store documents related to acquiring employment including resume, references, cover letter, letters of recommendation. Artifacts stored here auto align to CEW 13.2.11.C
Future Ready Skills Badges	Place to store micro credentials earned in SmartFutures.org's SKILLS section. Artifacts stored here auto align to CEW 13.2.11.E
Uploaded Artifacts	Place to store any artifacts created outside of SmartFutures.org and aligning to a CEW standard. Student and teacher can self-tag artifacts to the standard(s) they meet.
ART & MEDIA	Store students Art Work that demonstrate talents
HONORS AND AWARDS	Stores achievements that mark abilities and talents
TEST SCORES	Stores test scores that demonstrate skills
EXTRACURRICULAR	Stores participation in outside of school activities that represent meaningful engagements that teach employability skills
WORK EXPERIENCE	Stores information about jobs that demonstrate the acquisition of Future Ready abilities
COMMUNITY SERVICE	Stores information about volunteer service that demonstrates Future Ready
SCHOOL WORK	Stores school work that demonstrates the application of skills meaningful in the workplace

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 as stakeholders will benefit from a Chapter 339 plan by exposing and explicitly teaching from the three school counseling domains: personal/social, academic, and career. All three of these domains are interwoven throughout a variety of applications across curriculum settings K-12 by engaging and empowering students to learn and demonstrate these domains throughout their educational career, thus increasing the likelihood that they will be productive members of society.	Students will serve roles in mentoring other students in areas of career choices and opportunities. Students may present their experiences in the school counseling program to other stakeholders. Five student representatives will serve on the advisory council.
EDUCATORS	How Educators benefit from the K-12 Guidance Program	How Educators assist with the delivery of the K-12 Guidance Program
	Teachers will be educated on career standards and methods of delivery consistent with our mission. This will be done through collaboration with the educators and the school counseling department. This partnership will lead to awareness of career options available to students and staff and will guide future instruction.	Teachers, administrators, and school board members will be made aware of the beliefs and goals through participation on the advisory council. The delivery of the program will be assisted through activities in the classroom, networking, and open communication via online resources or written correspondence i.e.: newsletters, calendars, and district website updates.

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
Staff educators, and administrators will be exposed to and educated about the comprehensive career plan.	Increase teacher involvement and co-teaching to complete the Chapter 339 Elementary portfolio.	13.1.3 13.2.3 13.1.5 13.1.6 13.2.6	K-6	Activities at least 3 times a year during Faculty meetings. 95 – 100% faculty attendance	Chapter 339 Elem. Portfolio	August - June
Staff, educators, and administrators will access the students' online academic/career plan.	Train and educate staff/administrators how to access the online career portfolio and implement career activities.	13.2.8	7 & 8	Faculty training on online program.	# of staff utilizing online accounts & activities	August - June
Staff, educators, and administrators will access the students' online academic/career plan.	Train and educate staff/administrators to complete the online career plan.	13.2.11	9-12	In-service will be provided for select teachers, staff, and administrators who will be teaching the online programs to the students.	Sign in sheet for those who attend the training	May

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 play a crucial role in helping their children as they move forward through career awareness and exploration to post-secondary/career opportunities. Parents will be made aware of their child's career portfolio, career opportunities, events, and options through newsletters, calendars, and the district website. This will help parents participate in and advocate for the decisions their children make regarding future careers.	Parents are stakeholders in their children's academic lives through participating in student decision making with regard to course selections, career, and post-secondary exploration and school efforts for career awareness. Parents can provide input for the school counseling program through their participation in events and service on the advisory council.

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	Timelin e
Expose and educate parents about the Ch. 339 Elementary Career Portfolio	Increase parental awareness of the Chapter 339 Elementary Career Portfolio by 5% each year.	13.1.3 13.1.5 13.1.8	K-6	Provide information to parents through newsletters and classroom information.	# of Newsletters sent home	August - June
Expose and educate parents about CCCTC school and other post-secondary options	Increase parental awareness of the CCCTC by 5% each year.	13.2.5 13.2.8 13.3.5 13.3.8	K-6	Provide information to parents through newsletters and classroom information.	# of Newsletters sent home	August - June

Gain awareness of their child's academic/career plan	100% of parents will have access to their child's online career plan.	13.2.8	7-8	Information on how to access online career plan will be presented by school counselor at 6 th -7 th grade transition parent night.	# of parents who attend parent night	May-June
Gain awareness of their child's academic/career plan	100% of parents will have access to their child's online career plan.	13.2.11	9-12	Parents will receive information, description, and access to their child's online career plan.	Parent letter from guidance office.	August

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
	Business/community will benefit from the school counseling program by having access to employees who have an understanding of the value of positive work ethic, positive social interactions, teamwork, goal-setting, communication, and the academic skills needed in the workforce.	Members of the business community will provide internships and job shadow experiences, opportunities to develop resume writing, interview skills, career experiences, and guidance in the area of workplace expectations. Opportunities will be provided for business members to serve on the advisory council.

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
Students will see business / community members in their job setting	75% or more of students will see business / community members in their job setting and learn about that job.	13.1.3 13.2.3 13.1.5 13.2.5 13.4.5	K-6	Firefighter Phil Program, Resource officer visits, Health Fair, 4 th graders as scientists, Ag Encounter, and Saving for Success	Classroom discussions Reflection	August - June
Career Day at MAMS	100% of teachers will have a business/community career speaker to discuss their occupation	13.1.8 13.2.8 13.3.8	7-8	Speakers will discuss their occupations with students in each of their classes.	Online reflection	May
Staff collaborates with business / community members regarding what soft skills students need to be employed (CJH)	100% of students will learn important soft skills for occupations in their various classes.	13.2.8	7-8	Classroom instruction, presentation, and modeling of soft skills to students	Online reflection	August-June
English teachers collaborate with business/ community members regarding occupation information	100% of students who take 9th grade English will research various occupations	13.1.11	9	Classroom instruction, presentation, and use of online programs to research various careers	Research paper	May

Military members will administer and interpret students' ASVAB results	100% of students will take the ASVAB.	13.1.11	10-11	ASVAB assessment	ASVAB score	November & February
Business / community members will participate in mock interviews with students	100% of seniors will attend mock interviews with community/business members (CHS)	13.2.11	12	Interviewers are given an assessment tool to review each student and to also review and give feedback during of the process	Rubric & reflection	May
Business / community members will work with students to complete their cover letter & resume.	100% of seniors will complete a cover letter and resume with community/business members (MASH)	13.2.11	12	Interviewers are given an assessment tool to review each student and to also review and give feedback during of the process	Rubric & reflection	May

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
	Post-secondary partners will assist the Crawford Central School District School Counseling Program in preparing the students for post-secondary success. They can provide services such as classroom presentations focused on employability and opportunities for students to visit post-secondary institutions. This will promote meaningful conversations between experts in various career fields and our high school students.	Post-secondary representatives will be connected to students at various levels. Students will become aware of various career and post-secondary options after high school. Students will also be provided an opportunity to research, explore, and clarify post-secondary options that best fit their interests/spark, skills, and abilities.

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 awareness of post-secondary options, specifically the CCCTC	Increase parental awareness of post-secondary options by 5% each year.	13.1.5 13.1.8	5-6	Monthly newsletter articles Social media and CCSD website	# of searches on CCSD website and social media	August - June
Career Day at MAMS	100% of teachers will have a business/community career speaker to discuss their occupation and education requirements.	13.1.8 13.2.8 13.3.8	7-8	Speakers will discuss their occupations and post-secondary options with students in each of their classes.	Online reflection	May
Staff collaborates with post-secondary institutions (CJH)	100% of students will learn about post-secondary options in their various classes.	13.2.8	7-8	Classroom instruction, presentation, and online program to learn about post-secondary options.	Online reflection	Sept-June
Gain awareness of the Crawford County Career Technical Center (CCCTC) programs	100% of 9th grade students will tour the CCCTC.	13.1.11	9	Students will attend the 9th grade tours to learn about the various programs that are offered.	Online survey and reflection	October

Administer and interpret students' ASVAB results	100% of students will take the ASVAB.	13.1.11	10-11	ASVAB assessment	ASVAB score	November & February
College visitations	Forty college representatives meet with students regarding their programs.	13.1.11	11-12	Students sign up to meet with college representatives either in school or at the institution to learn about the programs they offer.	Sign in sheet	Aug-June

11. School Guidance Program Advisory Council:

A. First Meeting Date: November

B. Second Meeting Date: Spring

Stakeholder Group	Name	Title & Organization
STUDENT		
	Caleb Anderson	Student
	Brighton Anderson	Student
	Kendall Craft	Student
	Brooke Hart	Student
	Alexis Holt	Student
	Sydney Holt	Student
	Ella White	Student
	Luca White	Student
PARENT & GUARDIAN		
	Barry Anderson	Parent
	Tina Craft	Parent
	Stephanie Hart	Parent
	Amy Holt	Parent
	Darcie White	Parent
EDUCATOR & ADMINISTRATOR		
	Jennifer Galdon	Secondary Curriculum Director, CCSD
	Melissa Burnett	Board Member
	Laura Peterson	Crawford County Career & Technical Center Counselor
	Kevin Sprong	Crawford County Career & Technical Center Director
	Barry Anderson	High School Counselor, CCSD
	Hayley Franz	Middle School Counselor, CCSD
	Amanda Fulmer	Elementary Counselor, CCSD
	Gina Foulk	High School Counselor, CCSD
	Susan Herberg	Elementary Counselor, CCSD
	Kathleen Hootman	Elementary School Counselor, CCSD
	David Lindeman	Junior-Senior School Counselor, CCSD
	Marie Lockwood	Elementary School Counselor, CCSD
	Susan Stewart	Elementary Counselor, CCSD
	Michael Swick	High School Counselor, CCSD
	Adam Volkstadt	Junior High School Counselor, CCSD
	Amber Warren	Middle School Counselor, CCSD

BUSINESS & COMMUNITY		
	Eileen Mullen	Program Coordinator Crawford County K-12 Career Ed Alliance
	Mark Johnson	Director of Workforce Development, ChannelLock
	Ashleigh Wehrle	Business
POST SECONDARY		
	Erin O'Day-Frye	Allegheny College

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 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology, & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science	Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections, & Security Manufacturing Marketing Science, Technology, Engineering, & Mathematics 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
Junior Achievement of Western Pennsylvania, Carla Hart 4213 Station Road, Logan Carriage House, Erie, PA 16563 (814) 898-6713, www.janorthwestpa.org	13.1-13.4	Business Management & Administration Marketing & Finance Hospitality & Tourism Manufacturing Transportation, Distribution, & Logistics Government & Public Administration
Crawford County K-12 Career Education Alliance, Eileen Mullen, 908 Diamond Park Meadville, PA 16335, (814) 337-8030; (814) 337-8202, emullen@crawfordctc.org	13.1-13.4	Manufacturing STEM Hospitality & Tourism Health Sciences

		Business Management & Administration Finance Education & Training
Northwest Tri-County IU5, 252 Waterford St., Edinboro, PA 16412, (814) 734-5610	13.1-13.4	Education & Training
Crawford County Career & Technical Center (CCCTC), 860 Thurston Rd. Meadville, PA 16335, (814) 724-6024	13.1-13.4	Meets all 16 career cluster categories

Umbrella Organizations: *Organizations that represent a large group of business organizations with a common mission*

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Meadville-Western Crawford County Chamber of Commerce 211 Chestnut Street Meadville PA 16335, (814) 337-8030	13.1-13.4	Manufacturing STEM Hospitality & Tourism Health Sciences Business Management & Administration Finance Education & Training
National Tooling & Manufacturing Associates (NTMA) Tami Adams (814) 720-0094	13.1-13.4	Education & Training STEM Manufacturing
Crawford County Human Services, 18282 Technology Drive. Meadville, PA 16335 724-8380	13.1-13.4	Meets all 16 career cluster categories
Crawford County Drug & Alcohol, 920 Water St. Suite 12 Meadville, PA 16335, 724-4100	13.1-13.4	Education & Training Human Services Health Sciences

Community & State Organizations: *Agencies representing community and state initiatives, service to communities*

Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Northwest PA Career Link, 210 Chestnut Street, Meadville PA 16335, (814) 337-5574, https://www.cwds.pa.gov	13.1-13.4	Education & Training Human Services
OVR 3100 Lovell Place, Erie, PA 16503 (866) 521-5073	13.1-13.4	Education & Training
PHEAA - Pennsylvania School Services, Amy Sloan, Higher Education Access Partner – NW Region, (724) 614-3823, asloan@pheaa.org	13.1-13.4	Education & Training Finance Human Services

		Information Technology Marketing Government & Public Administration
Meadville Lion's Club, P.O. Box 331, Meadville PA 16335 (814) 336-1117	13.1-13.4	Health Science Education & Training Human Services
Women's Services, Bruce Harlan, PO Box 637, Meadville, PA 16335, (814) 724-4637	13.1-13.4	Human Services Health Science Education & Training Law, Public Safety, Corrections, & Security Finance
Crawford County Juvenile Probation, Steve Bridger, 286 Chestnut St., Meadville, PA 16335, Phone:(814) 336-4061	13.1-13.4	Law, Public Safety, Corrections, & Security Human Services
CHAPS, Lynn McUmber, 944 Liberty St. Meadville, PA 16335. (814) 333-2924	13.1-13.4	Education & Training Human Services Transportation, Distribution, & Logistics

NETWORKING OPPORTUNITIES

Individual Contacts: <i>Contacts acquired through networking and interaction</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Precision Manufacturing Institute (PMI), Doug Nelson, 764 Bessemer Street #105, Meadville, PA 16335, (814) 333-2415	13.1-13.4	Manufacturing Education & Training STEM Architecture & Construction Information & Technology
ACUTECH, Patrick Faller, 16891 State Hwy 198, Saegertown, PA 16433, (814) 763-3214	13.1-13.4	Education & Training Manufacturing Information & Technology STEM
Military Recruiters, 18471 Smock Hwy, Suite 102 Meadville, PA 16335 <ul style="list-style-type: none"> • Marines: (814) 332-6020 • Army: (814) 724-8634 • Navy: (814) 724-1444 Air Force: (814) 337-0221	13.1-13.4	Meets all 16 career cluster categories

PA State Police, Northwestern Training Center, 195 Valleyview Dr., Meadville, PA 16335, (814) 332-6888	13.1-13.4	Government & Public Administration Education & Training Law, Public Safety, Corrections, & Security
Highmark Caring Place, Kristie Nosich, Bayview Office Park, Building 2, 510 Cranberry St., Erie, PA 16507, (866) 212-4673, kristie.nosich@highmark.com	13.1-13.4	Education & Training Human Services
Schaef Construction, Justin Schaef, 4555 Edge Dr. Cochranton, PA 16314, (814) 573-2104 jdschaef@windstream.net	13.1-13.4	Architecture & Construction Education & Training
Anna Mercatoris, MA, LPC, 898 Park Ave. Meadville, PA 16335, Phone:(814) 807-1202	13.1-13.4	Human Services Health Science
Meadville Area Federal Credit Union, Heather Clancy-Young & Samantha Smith, 300 Arch St. Meadville, PA 16335. (814) 336-2794 ext. 234	13.1-13.4	Finance Business Management & Administration Education & Training Marketing
LECOM, Kathy Zboyvowski, 1858 W Grandview Blvd. Erie, PA 16509, (814) 866-8456, kzboyovski@lecom.edu	13.1-13.4	Education & Training Health Science Finance
Great Lakes & Erie Institute of Technology, 5100 Peach St. Erie, PA 16509, (814) 864-6666	13.1-13.4	Education & Training Manufacturing Information Technology STEM Health Science Architecture Business Management & Administration

Community & Business Meetings: <i>Meetings, which bring cross/community members together to promote growth to further a cause</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Pennsylvania Free Enterprise Week, 3076 West 12th Street Erie, PA 16505	13.1-13.4	Meets all 16 career cluster categories
Chamber of Commerce, Christa Battin, 908 Diamond Park Square, Meadville, PA 16335, (814) 337-8030	13.1-13.4	Government & Public Administration Business Management & Administration Hospitality & Tourism

Community Events: <i>Conferences, Workshops, Grand Openings</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Pennsylvania Free Enterprise Week, 3076 West 12th Street Erie, PA 16505	13.1-13.4	Meets all 16 career cluster categories
Pittsburgh National College Fair, Julie Sitko, West Allegheny High, (724) 695-5249	13.1-13.4	Education & Training Finance

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
SmartFutures ONet PA Career Zone Education Planner ASCA Career Choice Institute for Research CAPS http://www.meadvillechamber.com/career-exploration-interviews http://www.meadvillechamber.com/chamber-foundation-copy-copy http://www.meadvillechamber.com/virtual-post-secondary-tours www.roadtripnation.org www.showmethefuture.org www.nearpod.com https://www.ngpf.org/ https://www.adp.com/resources/tools/calculators/salary-paycheck-calculator.aspx	13.1-13.4	Meets all 16 career cluster categories

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
Crawford Central School District website www.craw.org) and social media accounts (Facebook and Twitter)	13.1-13.4	Education & Training

Meadville Tribune 947 Federal Court, Meadville, PA 16335, (814) 724-6370 http://www.meadvilletribune.com/	13.1-13.4	Arts, A/V Technology & Communications Education & Training Marketing
Armstrong 160 Westview Dr. Meadville, PA 16335 (877) 277-5711	13.1-13.4	Arts, A/V Technology & Communications Education & Training Marketing
Forever Media, Inc. 900 Water St. Meadville, PA 16335 (814) 724-1111	13.1-13.4	Arts, A/V Technology & Communications Education & Training Marketing

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
Meadville Tribune 947 Federal Court Meadville, PA 16335 (814) 724-6370 http://www.meadvilletribune.com/	13.1-13.4	Arts, A/V Technology & Communications Education & Training Marketing
Crawford Central School District: School Newsletters	13.1-13.4	Education & Training

Post-Secondary Options

Postsecondary Options: <i>Colleges, Apprenticeships, Military, Vocational Training</i>		
Resources	CEW Strand(s) 13.X	Career Cluster or District Pathway
Allegheny College, Erin O'Day-Frye, 454 N. Main St. Meadville, PA 16335, (814) 332-3100	13.1-13.4	Meets all 16 career cluster categories
Laurel Technical Institute, Debbie Anderson, 847 North Main St. Suite 204, Meadville, PA 16335, (814) 724-0700	13.1-13.4	Education & Training Business, Management, & Administration Finance Human Services Manufacturing Information Technology Marketing
LECOM, Kathy Zboyvowski, 1858 W Grandview Blvd. Erie, PA 16509, (814) 866-8456, kzboyovski@lecom.edu	13.1-13.4	Education & Training Health Science Finance
Great Lakes & Erie Institute of Technology, 5100 Peach St. Erie, PA 16509, (814) 864-6666	13.1-13.4	Education & Training Manufacturing Information Technology

		STEM Health Science Architecture Business Management & Administration
Regional Choice Initiative, Northwest Tri-County IU5, 252 Waterford St., Edinboro, PA 16412, (814) 734-5610	13.1-13.4	Education & Training Business Management & Administration Marketing Human Services Law, Public Safety, Corrections & Security Health Science
Northwest PA Regional College, 300 2 nd Ave. Warren, PA 16365, (814) 230-9010	13.1-13.4	Education & Training Business Management & Administration Marketing Human Services Law, Public Safety, Corrections & Security Health Science
Edinboro University, 219 Meadville St. Edinboro, PA 16444, (814) 732-2000	13.1-13.4	Meets all 16 career cluster categories
Butler County Community College, 107 College Dr. Butler, PA 16002, (724)-287-8711	13.1-13.4	Education & Training Business Management & Administration Marketing Human Services Health Science

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
5	CCCTC School Visit Presentation	October	Grade 5	Elementary Buildings	CCCTC Educators Students Counselors	Laura Peterson Elementary Counselors	Reflection
6	Intro CCCTC Program tours	May	Grade 6	CCCTC	CCCTC Educators Students Counselors	Laura Peterson Elementary Counselors	Reflection
6-8	Career/STEM Camp	June-July	# of students who attend	CCCTC Edinboro University	CCCTC K-12 Alliance Educators Students	Eileen Mullen	# of students who participate
7-12	CCCTC brochures in the guidance office	All year	Available to all students	Guidance Office	Counselors Students	Secondary Counselors Laura Peterson	# of brochures taken
7-12	Transition Fair	March	# of students who attend	Postsecondary Institution – Varies	Transition Coordinator Educators Students	Tina Craft	Reflection
7 & 8	Industry Club (MAMS)	All year	# of students who attend	Meadville Area Middle School	Educators Students	E. Andrae	# of students who participate
7-12	Manufacturing Day	October	# of students who attend	Erie, PA	Educators Students	P. Manross A. Boyle C. Yost	# of students who participate
8	Crawford County Career Awareness Fair	September	Grade 8	Edinboro University	Educators Counselors Students	Counselors Melissa Manning	Reflection

					Edinboro University		
9-12	NTMA Club (CHS)	All year	# of students who attend	Cochranton Jr./Sr. High School	Educators Students	C. Yost	# of students who participate
9	CCCTC Classroom presentations	September	Grade 9	Meadville Area Senior High & Cochranton Sr. High	CCCTC Educators Counselors Students	Laura Peterson Secondary Counselors	Reflection
9	CCCTC Tours	October	Grade 9	Meadville Area Senior High & Cochranton Sr. High	CCCTC Educators Counselors Students	Laura Peterson Secondary Counselors	Reflection
9	CCCTC Interviews	November	Grade 9	Meadville Area Senior High & Cochranton Sr. High	CCCTC Educators Counselors Students	Laura Peterson Secondary Counselors	Interview sheets
9	CCCTC Work Session	January-May	# of students who attend	CCCTC	CCCTC Educators Counselors Students	Laura Peterson Secondary Counselors	Acceptance Letter
10-12	College/Career Fair	October & February	# of students who attend	Meadville Area Senior High David Lawrence Convention Center, Pittsburgh	Educators Students Counselors Parents	Secondary Counselors	Reflection
11-12	Adult Education Program	All year	# of students who attend	CCCTC Meadville Public Library	Educators Counselors Students	Michael Swick	GED Diploma

PARENT AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# of Parents	Engagement Method	Stakeholder Delivering	Contact Person	Indicator
K-12	CCCTC Website Link	All year	Accessible district-wide	Website	Parents Educators Students	CCSD Technology Department	# of visits to website
K-12	CCCTC Information at Open House	September & October	# of parents who attend	Informational Display	Parents Educators Students	Laura Peterson	# of parents who attend
K-12	CCCTC Information in district newsletters and on Facebook page	All year	Accessible district-wide	Website	Parents Educators Students Counselors	CCSD Central Office	# of visits to website
6	CCCTC Information at Parent Transition Night	May & June	# of parents who attend	Presentation	Counselors Students	Secondary Counselors	# of parents who attend
7-12	CCCTC Brochures in the Guidance Office	All year	Available to all students	Guidance Office	Counselors Students	Secondary Counselors Laura Peterson	# of brochures taken
K-12	Parent representation on Career-Education Alliance Committee	Monthly / All year	# of parents who attend	Monthly meetings	CCSD Administration Parents Transition Coordinator	CCSD Administration Tina Craft	# of parents who attend

EDUCATOR AWARENESS:

Grade	Intervention, Program, or Event	Start & End Dates	# of Educators	Location	Stakeholder Delivering	Contact Person	Indicator
K-12	Technology Ed. Teachers & School Counselors tour of local manufacturing businesses	Ongoing on in-service days	# of educators who attend	Local businesses	Educators Counselors Business/Community	Galdon	# of educators who attend
K-12	Educator in the workplace tours	April	# of educators who attend	Local businesses	Educators Business/Community	Galdon	Staff needs survey
7-12	Manufacturing Day	October	# of educators who attend	Erie, PA	Educators Students	P. Manross A. Boyle C. Yost	# of educators who participate
8	Crawford County Career Awareness Fair	September	Grade 8	Edinboro University	Educators Counselors Students Edinboro University	Counselors Melissa Manning	# of educators who attend
K-12	State Career Technology Conferences	All year	# of educators who attend	Varies	Educators CCSD Administrators	Galdon Noonen Willey	Staff feedback form
K-12	Career-Education Alliance Committee	Monthly / all year	# of educators who attend	CCCTC	CCSD Administrators Parents Transition Coordinator Community/Business	Galdon Noonen Craft	# of educators who attend
K-12	Faculty tours of CCCTC programs	Ongoing on in-service days	# of educators who attend	Local businesses	Educators Counselors Business/Community	Galdon CCCTC Director	Staff needs development survey

APPENDIX

Insert Supporting Documents