

**FAIRFIELD AREA SCHOOL DISTRICT  
COUNSELING PROGRAM**

**K-12  
A COMPREHENSIVE DESCRIPTION**

**June 2015**

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## 1. School Counselors and Assignments

Elementary Level (Grades K- 4)

Counselor:

Fairfield Elementary School (FES)

Dr. Danielle Mikesell-Redding, NCC, LPC

Middle Level (Grades 5-8)

Counselor:

Fairfield Middle School (FMS)

Mrs. Cheryl Sornson, M.Ed. NCC, LPC

Secondary Level (Grades 9 – 12)

Counselor:

Career Counselor:

Fairfield High School (FHS)

Dr. Heather Swope, NCC, LPC

Dr. Janet Rapuano

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

### **DISTRICT MISSION STATEMENT**

Students first.

### **COUNSELING DEPARTMENT MISSION STATEMENT**

The mission of the Fairfield Area District School Counseling Program is to support the district's educational mission by providing a comprehensive school counseling program which will prepare each student to reach his or her fullest academic, career, and social-emotional potential. We, as school counselors, are professional school advocates who provide support to maximize student achievement. In partnership with our educational team, which includes other educators, parents or guardians, students, and the community, we will facilitate the support system to ensure all students in the Fairfield Area School District have access to and are prepared with the knowledge and skills to contribute as productive members of society.

### **CORE BELIEFS**

- Every child deserves acceptance and respect.
- Positive relationships are vital to a student's success.
- All students can learn and have a right to an education in a safe and positive school environment.
- School, home, students, and community should collaborate as a whole.
- Adults have the responsibility to aid in the development of the whole child in the social, emotional, academic, and career areas of growth.
- All students should be prepared to be life-long learners and contributing members of society.
- Counseling curriculum reaches every student K-12. It is comprehensive in scope, preventative in design, and developmental in nature.
- Services are conducted in an honest and caring fashion, while maintaining confidentiality and integrity of all individuals.

### **COUNSELING PHILOSOPHY**

The Fairfield Area School District Counseling Department believes each student has the ability to make positive life choices that contribute to personal growth and self-actualization.

We believe an effective guidance program should provide counseling, coordinating, and consulting services. Students, family, staff, and community members have an important role in the developmental growth of our students. Resources should be provided for all members of our educational community. Individual, classroom, and group programs should be implemented to engage students in the process of becoming productive citizens.



We believe continuous and comprehensive evaluation of the guidance program will ensure that the needs of our diverse student population will be met. Furthermore, the program will be delivered by full –time, state-certified, master’s degree-level school counselors. Fairfield Area School District Counselors will abide by the Professional School Counseling ethics as advocated by the American School Counselor Association.

### **VISION STATEMENT**

The vision of the Fairfield Area School District Counseling Department is to continue to plan, provide, and evaluate the services we offer to our students. In cooperation with family, community, and educators, we will provide students with the knowledge, skills, and experiences necessary to make positive personal and professional choices in their life-long learning process.

### **3. Program Goals**

Fairfield Area School District provides a comprehensive guidance program for students in grades K through 12. The guidance program focus will reflect the Pennsylvania Department of Education's Academic Standards for Career Education and Work and the National Standards for School Counseling Program competencies as related to academic, career, and personal/social development domains. The education team and counselors will collaborate to integrate activities from the guidance curriculum into classroom lessons and school-wide programs.

The Counseling Department's annual program goals are shared with and evaluated by the Advisory Council.

#### **4. Stakeholders**

1. School Board – Understand and support the delivery of programming, services, and resources required to implement the academic, personal/social, and career domains related to school counseling services and student needs. A representative from the School Board is to participate in the School Counselor Advisory Board.
2. Central Administration – Understand and support the delivery of programming, services, and resources required to implement the academic, personal/social, and career domains related to school counseling services and student needs. Support the implementation of the guidance curriculum in relation to the needed resources (personnel and curriculum) to effectively provide access to a K-12 comprehensive guidance curriculum for all students in the district. A representative from Central Administration is to participate in the School Counselor Advisory Board.
3. Principals – Further understand the delivery of programming, services, and resources required to implement the academic, personal/social, and career domains related to school counseling services and student needs. Support the time and structure needed to implement the K-12 comprehensive guidance curriculum in their respective buildings. A building level principal shall be a representative on the School Counselor Advisory Board.
4. Teachers – Further understand and assist in the development and delivery of the programming, services, and resources required in meeting the CEW standards. Teachers will integrate and provide ongoing support in the development of academic, personal/social, and career growth of our students. A teacher from each building level shall be a representative on the School Counselor Advisory Board.
5. Students – Students will understand the important role the school counselor plays in their overall development. Students will have access to and actively participate in a comprehensive K-12 guidance program focusing on the CEW standards. At least three student representatives shall participate on the School Counselor Advisory Board.
6. Parents – Parents will be provided information to understand the impact that the academic, personal/social, and career goals play in their child's development. Parents will be invited to actively participate in their child's K-12 education plan and beyond. District parents shall be representatives on the School Counselor Advisory Board.
7. Business/Community Representatives – Business and community leaders will provide elementary, middle, and high school students with career awareness opportunities. Business or community leaders shall be representatives on the School Counselor Advisory Board.

8. Post-Secondary Partners – Provide education about post-secondary options and opportunities to students at all levels. Post-secondary partners shall be representatives on the School Counselor Advisory Board.

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

1. As a leader – Our counselors:
  - a. Promote student success with a collaborative effort between the school and home.
  - b. Will consult with teachers concerning behavioral issues.
  - c. Use data to identify and remove barriers to student learning.
  - d. Provide professional development opportunities to teachers and administration.
2. As an advocate – Our counselors:
  - a. Create opportunities to support student learning for all.
  - b. Foster a safe and caring environment for all students.
  - c. Advocate for student success across the academic, personal/social, and career domains.
  - d. Assist students by matching services with their specific needs.
  - e. Seek out professional development opportunities to enhance school counseling services.
3. As a collaborator – Our counselors:
  - a. Provide parents with information that enhances their child's academic/career success and personal development.
  - b. Are active members of educational teams (within and outside the school district) to promote students success.
  - c. Work along with the school administration to promote the district's mission and vision.
  - d. Work together with the school administration to make informed decisions concerning systemic needs.
  - e. Interface with community agencies, businesses, and higher education organizations to promote college and career readiness.
4. As an Agent of Systemic Change – Our counselors:
  - a. Are aware of the systemic barriers that inhibit the development and implementation of a comprehensive K-12 guidance plan.
  - b. Are willing to work together with the school administrators and policy makers to restructure our system to identify, develop, and implement a comprehensive guidance program that will match the needs of our students and community.

## **6. Advisory Council**

The Fairfield Area School District School Counseling Advisory Council is purposed with assisting the District's School Counselors to develop and maintain a comprehensive program that serves all students in the District in the areas of Personal/Social, Academic, and Career development. The Council will plan to meet once in the Fall and once in the Spring of each school year.

See Appendix A for a list of invitees.

## 7. Program Calendar

### Elementary Calendar (K-4)

Month	Academic	Career	Personal/Social
Ongoing	<ul style="list-style-type: none"> <li>• Individual Student Counseling</li> <li>• Prevention/Intervention Groups</li> <li>• Teacher Consultations</li> <li>• Parent Conferences</li> <li>• Monthly Parent Letter</li> <li>• Guidance Lessons</li> <li>• Help with Instructional Lab</li> <li>• Student Referral to Community Programs</li> <li>• Child Study Team Meetings – Maintenance of Database and Scheduling of Meetings</li> <li>• 504 Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Student Counseling</li> <li>• Prevention/Intervention Groups</li> <li>• Teacher Consultations</li> <li>• Parent Conferences</li> <li>• Monthly Parent Letter</li> <li>• Guidance Lessons</li> <li>• Help with Instructional Lab</li> <li>• Guest Speakers</li> <li>• Career Café</li> <li>• Update Web Page</li> <li>• Attendance at Counselor Meetings</li> <li>• Participate in In-service Programs</li> <li>• Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Student Counseling</li> <li>• Prevention/Intervention Groups</li> <li>• Teacher Consultations</li> <li>• Parent Conferences</li> <li>• Monthly Parent Letter</li> <li>• Guidance Lessons</li> <li>• Help with Instructional Lab</li> <li>• Lunch/ Bus Duty</li> <li>• Student Referral to Community Programs</li> <li>• Child Study Team Meetings- Maintenance of Database and Scheduling of Meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• RtII Meetings</li> <li>• Guest Speakers</li> <li>• Update Web Page</li> <li>• Maintenance of Case Notes</li> <li>• Instructional Lab assistance</li> <li>• Attendance at Counselor Meetings</li> <li>• Participate in In-service Programs</li> <li>• Curriculum Development</li> <li>• Classroom Presentations Based on Need/Request</li> <li>• Classroom Observations</li> <li>• Coordination of Service Learning Project</li> <li>• Advisory Council Preparation</li> <li>• Maintenance of PA License and National Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Development</li> <li>• Classroom Presentations Based on Need/Request</li> <li>• Maintenance of PA License and National Certificate</li> <li>• Coordination of Service Learning Project</li> <li>• Advisory Council Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• 504 Meetings</li> <li>• RtII Meetings</li> <li>• Guest Speakers</li> <li>• Birthday Bulletin Board and Student Cards</li> <li>• Update Web Page</li> <li>• Coordination with Agencies/Individuals Servicing Students</li> <li>• Maintenance of Case Notes</li> <li>• Lunch Groups</li> <li>• Attendance at Counselor Meetings</li> <li>• Crisis Intervention</li> <li>• Participate in In-service Programs</li> <li>• Curriculum Development</li> <li>• Classroom Presentations Based on Need/Request</li> <li>• Classroom</li> </ul>
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			<p>Observations</p> <ul style="list-style-type: none"> <li>• Coordination of Service Learning Project</li> <li>• Advisory Council Preparation</li> <li>• Maintenance of PA License and National Certificate</li> </ul>
August	<ul style="list-style-type: none"> <li>• Kindergarten Orientation Evening Program</li> <li>• Back to School Evening Program</li> <li>• Guidance Lessons: Introduction to School Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Lessons: Introduction to School Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Orientation Evening Program</li> <li>• Back to School Evening Program</li> <li>• Guidance Lessons: Introduction to School Counselor</li> </ul>
September	<ul style="list-style-type: none"> <li>• Guidance Lessons: Being Unique</li> <li>• Mentor Seniors for Project</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Lessons: Tolerance/Accepting Differences</li> <li>• Mentor Seniors for Project</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Lessons: Being Unique, Empathy, Self-Esteem, Tolerance/Accepting Differences, Feelings Identification</li> <li>• Mentor Seniors for Project</li> </ul>

October	<ul style="list-style-type: none"> <li>• Guidance Lessons: Bully Prevention</li> <li>• Mentor Seniors for Project</li> <li>• Junior Achievement Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor Seniors for Project</li> <li>• Junior Achievement Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of Service Learning Project</li> <li>• Guidance Lessons: Bully Prevention, Assertiveness, Safe/Unsafe Touch, Personal Space</li> <li>• Mentor Seniors for Project</li> </ul>
November	<ul style="list-style-type: none"> <li>• Guidance Lessons: Decision Making, Peer Pressure</li> <li>• Budget for Elementary Counseling Needs</li> <li>• Parent Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Lessons: Conflict Management</li> <li>• Budget for Elementary Counseling Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Lessons: Conflict Management, Peer Pressure, Decision Making</li> <li>• Coordination of Holiday Donations/Gifts</li> <li>• Budget for Elementary Counseling Needs</li> <li>• Parent Conferences</li> </ul>
December	<ul style="list-style-type: none"> <li>• Guidance Lessons: Stress Reduction</li> <li>• Advisory Council Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Lessons: Conflict, Management, cont. Stress Reduction</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination of Holiday Donations/Gifts</li> <li>• Guidance Lessons: Conflict</li> </ul>

		<ul style="list-style-type: none"> <li>Advisory Council Meeting</li> </ul>	<p>Management, cont. Stress Reduction</p> <ul style="list-style-type: none"> <li>Advisory Council Meeting</li> </ul>
January	<ul style="list-style-type: none"> <li>Guidance Lessons: Good Listening Skills, Perseverance</li> <li>LIU Summer Academy - Coordination of Applicants</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Lessons: Good Listening Skills, Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Lessons: Good Listening Skills, Consequences of Tobacco Use</li> </ul>
February	<ul style="list-style-type: none"> <li>National School Counseling Week</li> <li>Guidance Lessons: Do Your Best, Goal Setting</li> <li>LIU Summer Academy Coordination of Applicants</li> <li>Junior Achievement Coordination</li> </ul>	<ul style="list-style-type: none"> <li>National School Counseling Week</li> <li>Guidance Lessons: Do Your Best, Goal Setting</li> <li>Junior Achievement Coordination</li> </ul>	<ul style="list-style-type: none"> <li>National School Counseling Week</li> <li>Guidance Lessons: How Advertising Affects You</li> </ul>
March	<ul style="list-style-type: none"> <li>Guidance Lessons: Making Mistakes, Importance of Asking Questions in Learning, Test</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Lessons: Making Mistakes</li> <li>Junior Achievement</li> </ul>	

	<p>Taking Strategies</p> <ul style="list-style-type: none"> <li>• Coordination of PSSA Testing</li> <li>• LIU Summer Academy</li> <li>• Junior Achievement Coordination</li> </ul>	Coordination	
April	<ul style="list-style-type: none"> <li>• Service Learning Project</li> <li>• Guidance Lessons: MS Counselor Visit, Career Portfolios</li> <li>• Coordination of PSSA Testing</li> <li>• LIU Summer Academy</li> <li>• Junior Achievement Coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Service Learning Project</li> <li>• Guidance Lessons: Career Exploration, Career Portfolios</li> <li>• Junior Achievement Coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Service Learning Project</li> <li>• Guidance Lessons: MS Counselor Visit, Career Portfolios</li> </ul>
May	<ul style="list-style-type: none"> <li>• Guidance Lessons: Personal Improvement Plan, Review of Year/Accomplishments</li> <li>• Junior Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Tech Prep Demonstration</li> <li>• Guidance Lessons: Personal Improvement Plan, Career Exploration, Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Lessons: Review of Year/Accomplishments</li> <li>• Middle School Visitation</li> <li>• Advisory Council</li> </ul>

	Coordination <ul style="list-style-type: none"> <li>• Advisory Council Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Junior Achievement Coordination</li> <li>• Advisory Council Meeting</li> </ul>	Meeting
June	<ul style="list-style-type: none"> <li>• Guidance Lessons: Review of Year/Accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Lessons: Review of Year/Accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Lessons: Review of Year / Accomplishments , Safety Plans</li> </ul>

### Middle School Calendar (5-8)

Month	Academic	Career	Personal/Social
Ongoing	<ul style="list-style-type: none"> <li>• Individual Student counseling</li> <li>• (Prevention/Intervention Groups</li> <li>• Teacher Consultations</li> <li>• Parent Conferences</li> <li>• Guidance Lessons</li> <li>• Student Referral to Community Programs</li> <li>• Child Study Team Meetings</li> <li>• 504 Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Lessons</li> <li>• Guest Speakers</li> <li>• Update Webpage</li> <li>• Attendance at Counselor Meetings</li> <li>• Participate in In-service Programs</li> <li>• Curriculum Development</li> <li>• Maintenance of PA License and</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Lessons</li> <li>• Individual Student Counseling</li> <li>• Prevention /Intervention Groups</li> <li>• Teacher Consultations</li> <li>• Parent Conferences</li> <li>• Student Referral to Community Programs</li> <li>• Quarterly parent</li> </ul>

	<ul style="list-style-type: none"> <li>• IEP Meetings</li> <li>• Guest Speakers</li> <li>• Update Web Page</li> <li>• Maintenance of Case Notes</li> <li>• Attendance at Counselor Meetings</li> <li>• Participate in In-service Programs</li> <li>• Curriculum Development</li> <li>• Classroom Observations</li> <li>• Maintenance of PA License and National Certificate</li> <li>• Adams County YWYM's Leadership Conference planning</li> </ul>	<p>national Certificate</p> <ul style="list-style-type: none"> <li>• Adams County YWYM's Leadership Conference planning</li> </ul>	<p>news letter</p> <ul style="list-style-type: none"> <li>• Child Study Team Meetings</li> <li>• 504 meetings</li> <li>• IEP meetings</li> <li>• Guest speakers</li> <li>• Update Web page</li> <li>• Coordination with Agencies/Individuals Servicing Students</li> <li>• Maintenance of case notes</li> <li>• Small group meetings</li> <li>• District and County Counselor Meetings</li> <li>• Crisis Intervention</li> <li>• Maintenance of PA License and National Certificate</li> <li>• Adams County YWYM's Leadership Conference planning</li> </ul>
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August	<ul style="list-style-type: none"> <li>• Meet the teacher night</li> <li>• Begin FASD Middle School Curriculum Guidance Lessons (Personal/Social)</li> <li>• MAP Testing</li> </ul>		<ul style="list-style-type: none"> <li>• Meet the teacher night</li> <li>• Begin FASD Middle School Curriculum Guidance Lessons (Personal/Social)</li> </ul>
September - November	<ul style="list-style-type: none"> <li>• Personal/Social and Academic Guidance Lessons</li> <li>• Parent Conferences</li> <li>• Adams County YWYM's Leadership Conference planning and event</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Conferences</li> <li>• Adams County YWYM's Leadership Conference planning and event</li> </ul>	<ul style="list-style-type: none"> <li>• Personal/Social and Academic Guidance Lessons</li> <li>• Parent Conferences</li> <li>• Coordinate Holiday Donations/Gifts</li> <li>• Adams County YWYM's Leadership Conference planning and event</li> </ul>
December - February	<ul style="list-style-type: none"> <li>• Personal/Social and Academic Guidance Lessons</li> <li>• Career Guidance Lessons</li> <li>• Advisory Council Meeting</li> <li>• LIU Summer Academy coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Career Guidance Lessons</li> <li>• Advisory Council Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Personal/Social and Academic Guidance Lessons</li> <li>• Career Guidance Lessons</li> <li>• Coordinate Holiday Donations /Gifts</li> <li>• Advisory Council</li> </ul>

	<ul style="list-style-type: none"> <li>• MAP Testing</li> </ul>		Meeting
March	<ul style="list-style-type: none"> <li>• Career Guidance Lessons</li> <li>• Coordination of PSSA Testing</li> </ul>	<ul style="list-style-type: none"> <li>• Career Guidance Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Career Guidance Lessons</li> </ul>
April	<ul style="list-style-type: none"> <li>• Coordination of PSSA Testing</li> <li>• Administration of PSSA Makeups</li> </ul>		
May	<ul style="list-style-type: none"> <li>• Coordination of Keystone Testing</li> <li>• Administration of Keystone Makeups</li> <li>• MAP testing</li> </ul>		

\*Ongoing coordination with outside speakers for events

2014-15 included Byrnes Education Center presenting to 5-8<sup>th</sup> grade and an evening program for parents

\*8<sup>th</sup> grade trip to HACC (Next year plan is to add a visit to Tech Prep to this day)

### High School Calendar (9-12)

Month	Academic	Career	Personal/Social
Ongoing	<ul style="list-style-type: none"> <li>• Individual Student Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Student Counseling</li> <li>• Assist with student</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Student Counseling</li> </ul>



	<ul style="list-style-type: none"> <li>• Teacher Consultations</li> <li>• Parent Conferences</li> <li>• Monitor Student Grades</li> <li>• Assist with FASD Cyber program</li> <li>• Student Referral to Community Programs</li> <li>• Coordinate SAP Program</li> <li>• Coordinate AP Program</li> <li>• College Board SSD Coordinator</li> <li>• Attend IEP Meetings</li> <li>• 504 Meetings</li> <li>• Update Web Page</li> <li>• Attendance at Counselor Meetings – District &amp; County Levels</li> <li>• President of the Adams County School Counselors Association</li> </ul>	<ul style="list-style-type: none"> <li>• planning for NCAA requirements</li> <li>• Update NCAA information as needed</li> <li>• Coordinate &amp; Promote opportunities &amp; information</li> <li>• Meet with post-secondary representatives for updated information</li> <li>• Coordinate meetings between students &amp; post-secondary representatives</li> <li>• Assist students &amp; parents with the post-secondary planning process</li> <li>• Update Web Page</li> <li>• Attend IEP Meetings</li> <li>• Attendance at Counselor Meetings – District &amp; County Levels</li> <li>• President of the Adams County School Counselors Association</li> </ul>	<ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Report Suspected Child Abuse as Mandated</li> <li>• Peer mediation as appropriate</li> <li>• Teacher Consultations</li> <li>• Parent Conferences</li> <li>• Coordinate SAP Program</li> <li>• Student Referral to Community Programs</li> <li>• 504 Meetings</li> <li>• Coordination with Agencies/Individuals Servicing Students</li> <li>• Attendance at Counselor Meetings – District &amp; County Levels</li> <li>• President of the Adams County School Counselors Association</li> <li>• Participate in In-service Programs</li> <li>• Attend workshops</li> </ul>
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	<ul style="list-style-type: none"> <li>• Participate in In-service Programs</li> <li>• Attend workshops / trainings as appropriate or assigned</li> <li>• Curriculum Development</li> <li>• SWPBIS Program</li> <li>• Classroom Presentations Based on Need/Request</li> <li>• Maintenance of PA License and National Certificate</li> <li>• Share SAT/ACT information</li> <li>• Enroll new students into classes</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in In-service Programs</li> <li>• Attend workshops / trainings as appropriate or assigned</li> <li>• Curriculum Development</li> <li>• SWPBIS Program</li> <li>• Classroom Presentations Based on Need/Request</li> <li>• Maintenance of PA License and National Certificate</li> <li>• Share SAT/ACT information</li> <li>• Enroll new students into classes</li> </ul>	<ul style="list-style-type: none"> <li>• / trainings as appropriate or assigned</li> <li>• Curriculum Development</li> <li>• SWPBIS Program</li> <li>• Classroom Presentations Based on Need/Request</li> <li>• Maintenance of PA License and National Certificate</li> <li>• Enroll new students into classes</li> </ul>
August	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Orientation</li> <li>• Scheduling</li> <li>• Meet the Teacher Night</li> <li>• Coordinate paperwork for 12<sup>th</sup> grade students who are not in the</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Orientation</li> <li>• Scheduling</li> <li>• Meet the Teacher Night</li> <li>• College Transcripts</li> <li>• Coordinate paperwork for 12<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Orientation</li> </ul>

	<p>building all four blocks each day</p> <ul style="list-style-type: none"> <li>• Create Student Information Sheets for each Grade Level</li> </ul>	<p>grade students who are not in the building all four blocks each day</p> <ul style="list-style-type: none"> <li>• Create Student Information Sheets for each Grade Level</li> <li>• Update School Profile</li> </ul>	
September	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade English Classroom Lesson – credits, grade point average, academic plans, future options</li> <li>• 10<sup>th</sup> Grade English Classroom Lesson – prerequisites, AP / Tech Prep / College in the High School information, transcript information review</li> <li>• 11<sup>th</sup> Grade English Classroom Lesson – upcoming course options, SAT/ACT planning</li> <li>• 12<sup>th</sup> Grade English</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade English Classroom Lesson – credits, grade point average, academic plans, future options</li> <li>• 10<sup>th</sup> Grade English Classroom Lesson – prerequisites, AP / Tech Prep / College in the High School information, transcript information review</li> <li>• 11<sup>th</sup> Grade English Classroom Lesson – upcoming opportunities, upcoming course options, SAT/ACT planning</li> <li>• 12<sup>th</sup> Grade English Classroom Lesson – upcoming opportunities, post-secondary options planning</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade English Classroom Lesson – services available through the Counseling Office</li> <li>• Small Group Meetings with Students who Do Not have English in the Fall – services available through the Counseling Office</li> <li>• Participate in Parent Conferences</li> </ul>

	<p>Classroom Lesson – upcoming opportunities, post-secondary options planning &amp; applications, transcript release forms, letters of recommendation request forms, scholarship information, financial aid overview</p> <ul style="list-style-type: none"> <li>• Small Group Meetings with Students who Do Not have English in the Fall – upcoming opportunities, grades, college application process, SAT/ACT as appropriate</li> <li>• Participate in Parent Conferences</li> </ul>	<p>&amp; applications, transcript release forms, letters of recommendation request forms, scholarship information, financial aid overview</p> <ul style="list-style-type: none"> <li>• Small Group Meetings with Students who Do Not have English in the Fall – upcoming opportunities, grades, college application process, SAT/ACT as appropriate</li> <li>• College Process Night</li> <li>• Participate in Parent Conferences</li> <li>• Write &amp; Submit Lenfest Grant Proposal</li> <li>• College transcripts / applications / letters of recommendation</li> </ul>	
October	<ul style="list-style-type: none"> <li>• Coordinate College in the High School Course applications &amp; paperwork</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate the Adams County Area College &amp; Career Fair</li> <li>• Coordinate</li> </ul>	

	<ul style="list-style-type: none"> <li>• Coordinate, Schedule, &amp; Proctor PSAT for all 11<sup>th</sup> grade students % approximately 50% of the 10<sup>th</sup> grade students</li> <li>• Verify Teacher Grades, Run Grades/GPA/Credits for Report Cards &amp; Transcripts</li> <li>• Attend SIP at NCI coordinator meeting</li> </ul>	<p>application, selection, &amp; submission of HOBY Leadership Conference 10<sup>th</sup> grade students</p> <ul style="list-style-type: none"> <li>• Coordinate selection &amp; essay completion of DAR 12<sup>th</sup> grade student winner</li> <li>• Coordinate, Schedule, &amp; Proctor PSAT for all 11<sup>th</sup> grade students % approximately 50% of the 10<sup>th</sup> grade students</li> <li>• Take interested students on a field trip to the Aviation Career Expo</li> <li>• College transcripts / applications / letters of recommendation</li> <li>• Encourage 12<sup>th</sup> Grade Students to complete post-secondary applications by 10/31</li> </ul>	
November	<ul style="list-style-type: none"> <li>• Parent Conferences</li> <li>• Take students</li> </ul>	<ul style="list-style-type: none"> <li>• Attend annual PHEAA Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Conferences</li> </ul>

	<p>enrolled in CHS Chemistry class to HACC for placement testing</p> <ul style="list-style-type: none"> <li>• Notify students of the placement test results for the CHS Chemistry class</li> <li>• Advertise &amp; assist with SIP at NCI 11<sup>th</sup> grade applications</li> <li>• Budget for Next School Year</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Conferences</li> <li>• Take students enrolled in CHS Chemistry class to HACC for placement testing</li> <li>• College transcripts / applications / letters of recommendation</li> <li>• Advertise &amp; assist with SIP at NCI 11<sup>th</sup> grade applications</li> <li>• Budget for Next School Year</li> </ul>	
December	<ul style="list-style-type: none"> <li>• Advisory Council Meeting</li> <li>• Coordinate Adams County Tech Prep 10<sup>th</sup> Grade Assembly</li> <li>• Meet with all students who took the PSAT to explain how to read &amp; use their scores</li> <li>• Coordinate Keystone Exam training of all high school faculty, staff, &amp; required students</li> <li>• Put stickers on</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory Council Meeting</li> <li>• Coordinate Adams County Tech Prep 10<sup>th</sup> Grade Assembly</li> <li>• Meet with all students who took the PSAT to explain how to read &amp; use their scores</li> <li>• Coordinate Keystone Exam training of all high school faculty, staff, &amp; required students</li> <li>• Assist with the</li> </ul>	*Advisory Council Meeting

	<p>Keystone Exams &amp; Create state required PPID lists</p>	<p>10<sup>th</sup> Grade Career Fair career selection process</p> <ul style="list-style-type: none"> <li>• Advertise Lenfest Scholarship Competition</li> <li>• College transcripts / applications / letters of recommendation</li> </ul>	
January	<ul style="list-style-type: none"> <li>• Coordinate &amp; Proctor Keystone Exams</li> <li>• Verify Teacher Grades, Run Grades/GPA/Credits for Report Cards &amp; Transcripts</li> <li>• 9<sup>th</sup> Grade Classroom Lesson – credits, grade point average, academic plans, future options</li> <li>• Participate in Graduation Project Senior Boards</li> <li>• Select students to participate in ACTP for next year based on applications received</li> <li>• Notify students</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate Financial Aid Night</li> <li>• Plan Lenfest 11<sup>th</sup> Grade College Visitation overnight Trip</li> <li>• Select students to participate in ACTP for next year based on applications received</li> <li>• Notify students of participation or non-participation in ACTP</li> <li>• 9<sup>th</sup> Grade Classroom Lesson – credits, grade point average, academic plans, future options</li> <li>• Complete Lenfest Scholarship Paperwork</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Classroom Lesson – services available through the Counseling Office</li> </ul>

	<p>of participation or non-participation in ACTP</p> <ul style="list-style-type: none"> <li>• Update Course Selection Book with Faculty Input</li> <li>• Order &amp; Coordinate AP Tests</li> </ul>		
February	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade English Classroom Lesson – credits, grade point average, academic plans, future options</li> <li>• 10<sup>th</sup> Grade English Classroom Lesson – prerequisites, AP / Tech Prep / College in the High School information, transcript information review</li> <li>• 11<sup>th</sup> Grade English Classroom Lesson – upcoming course options, SAT/ACT planning</li> <li>• 12<sup>th</sup> Grade English</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade English Classroom Lesson – credits, grade point average, academic plans, future options</li> <li>• 10<sup>th</sup> Grade English Classroom Lesson – prerequisites, AP / Tech Prep / College in the High School information, transcript information review</li> <li>• 11<sup>th</sup> Grade English Classroom Lesson – upcoming course options, SAT/ACT planning</li> <li>• 12<sup>th</sup> Grade English Classroom Lesson – upcoming opportunities, post-secondary options planning &amp; applications, transcript release</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade English Classroom Lesson – services available through the Counseling Office</li> <li>• National School Counseling Week</li> </ul>



	<p>Classroom Lesson – upcoming opportunities, post-secondary options planning &amp; applications, transcript release forms, letters of recommendation request forms, scholarship information, financial aid overview</p> <ul style="list-style-type: none"> <li>• National School Counseling Week</li> <li>• Coordinate ASVAB Testing for all 10<sup>th</sup> grade students &amp; other students as interested</li> <li>• Coordinate ASVAB Score Interpretation Session</li> <li>• Submit Course Selection Booklet for School Board Approval</li> </ul>	<p>forms, letters of recommendation request forms, scholarship information, financial aid overview</p> <ul style="list-style-type: none"> <li>• National School Counseling Week</li> <li>• Coordinate ASVAB Testing for all 10<sup>th</sup> grade students &amp; other students as interested</li> <li>• Coordinate Grant-sponsored SAT Prep Program for 11<sup>th</sup> grade students – Proctor full-length SAT practice test</li> <li>• Coordinate ASVAB Score Interpretation Session</li> </ul>	
March	<ul style="list-style-type: none"> <li>• Verify Teacher Grades, Run Grades/GPA/Credits for Report Cards &amp; Transcripts</li> <li>• Coordinate High</li> </ul>	<ul style="list-style-type: none"> <li>• Chaperon 10<sup>th</sup> Grade Career Fair</li> <li>• 11<sup>th</sup> Grade Student Overnight College Visit Trip – Lenfest Grant Sponsored Event</li> </ul>	

	<p>School Counseling Department dates for the District Calendar</p>	<ul style="list-style-type: none"> <li>• Assist with Senior Self Improvement Award Paperwork</li> <li>• Assist with Scholarship Selection / Paperwork</li> <li>• Coordinate High School Counseling Department dates for the District Calendar</li> </ul>	
April	<ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade Scheduling Night</li> <li>• Meet with students to discuss course selection</li> <li>• Enter / monitor course selections for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate ACSCA Scholarship Award Breakfast</li> <li>• Attend Senior Self Improvement Award Breakfast</li> <li>• Assist with Scholarship Selection / Paperwork</li> </ul>	
May	<ul style="list-style-type: none"> <li>• Proctor AP Exams</li> <li>• Put stickers on Keystone Exams &amp; Create state required PPID lists</li> <li>• Coordinate Keystone Exam training of all high school faculty, staff, &amp; required students</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate &amp; Present Academic Awards Night</li> <li>• Assist with Scholarship Selection / Paperwork</li> </ul>	

	<ul style="list-style-type: none"> <li>• Participate in Graduation Project Senior Boards</li> <li>• Coordinate &amp; Proctor Keystone Exams</li> <li>• Attend Graduation</li> <li>• Verify Teacher Grades, Run Grades/GPA/Credits for Report Cards &amp; Transcripts</li> </ul>		
June	<ul style="list-style-type: none"> <li>• Finalize report cards &amp; transcripts</li> <li>• Send out Final Official Transcripts for graduates</li> <li>• Update credit checklists for all students</li> <li>• Coordinate classes students need for summer school</li> </ul>	<ul style="list-style-type: none"> <li>• Send out Final Official Transcripts for graduates</li> <li>• Coordinate NCAA student transcripts</li> </ul>	
July	<ul style="list-style-type: none"> <li>• Assist in creation of Master Schedule</li> <li>• Using Keystone Exam Scores, determine which students required Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Facility Use Forms / Time Away / Field Trip Requests Forms for the coming school year</li> </ul>	

	<p>Development Courses</p> <ul style="list-style-type: none"><li>• Enter Master Schedule in MMS</li><li>• Schedule All Students</li><li>• Mail Student Schedules Home</li><li>• Coordinate teachers &amp; tour guides for 9<sup>th</sup> Grade Orientation</li></ul>		
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## 8. Program Delivery

### Elementary (K – 4)

<b>Guidance Curriculum</b>  Provide developmental, comprehensive guidance program content in a systematic way to all students K – 12	<b>Prevention, Intervention, and Responsive Services</b>  Address school and student needs	<b>Individual Student Planning</b>  Assists students and parents in development of academic and career plans	<b>System Support</b>  Includes program, staff and school support activities and services
<b>Purpose</b>  Student awareness; skill development and application of skills needed to achieve academically and be career and college ready by graduation	<b>Purpose</b>  Prevention, intervention, and responsive services to groups and individuals	<b>Purpose</b>  Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions	<b>Purpose</b>  Program delivery and support
<b>Academic</b> <ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Classroom Presentations Based on Need/Request</li> <li>• Guidance Lessons: Introduction to School Counselor , Being Unique, Bully Prevention, Decision Making, Peer Pressure,</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>• Individual Student Counseling</li> <li>• Prevention/Intervention Groups</li> <li>• Teacher Consultations</li> <li>• Parent Conferences</li> <li>• Student Referral to Community Programs</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>• Child Study Team Meetings</li> <li>• 504 Meetings</li> <li>• Mentor Seniors for Project</li> <li>• Instructional</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>• Monthly Parent Letter</li> <li>• Kindergarten Orientation Evening Program</li> <li>• Back to School Evening</li> </ul>

<p>Stress Reduction, Good Listening Skills, Perseverance, Do Your Best, Goal Setting, Making Mistakes, Importance of Asking Questions in Learning, Test Taking Strategies, MS Counselor Visit, Career Portfolios Personal Improvement Plan, Review of Year/Accomplishments</p>	<ul style="list-style-type: none"> <li>• Coordination with Agencies/Individuals Servicing Students</li> <li>• Classroom Observations</li> <li>• Lunch Groups</li> </ul>	<p>Lab</p>	<p>Program</p> <ul style="list-style-type: none"> <li>• Mentor Seniors for Project</li> <li>• Maintenance of Case Notes</li> <li>• Instructional Lab assistance</li> <li>• Attendance at Faculty and Counselor Meetings</li> <li>• Update Web Page</li> <li>• Participate in In-service Programs</li> <li>• Curriculum Development</li> <li>• Maintenance of PA License and National Certificate</li> </ul>
<p><b>Career</b></p> <ul style="list-style-type: none"> <li>• Guidance Lessons, Introduction to School Counselor, Tolerance/Accepting Differences, Conflict Management, Stress Reduction, Good Listening Skills,</li> </ul>	<p><b>Career</b></p>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>• Maintenance of Career Portfolios</li> <li>• Mentor Seniors for Project</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>• Monthly Parent Letter</li> <li>• Budget for Elementary Counseling Needs</li> <li>• Update Web</li> </ul>

<p>Perseverance, Do Your Best, Goal Setting, Making Mistakes, Career Exploration, Career Portfolios, Personal Improvement Plan, Career Exploration, Entrepreneurship</p> <ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Classroom Presentations Based on Need/Request</li> <li>• Junior Achievement</li> <li>• National School Counseling Week Activities</li> <li>• Tech Prep Demonstration</li> <li>• Coordination of Career Café</li> </ul>			<p>Page</p> <ul style="list-style-type: none"> <li>• Attendance at Faculty and Counselor Meetings</li> <li>• Participate in In-service Programs</li> <li>• Advisory Council Meeting</li> <li>• Curriculum Development</li> <li>• Maintenance of PA License and National Certificate</li> </ul>
<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• Guidance Lessons: Introduction to School Counselor, Being Unique, Empathy, Self-Esteem, Tolerance/Accepting Differences, Feelings Identification, Bully Prevention, Assertiveness, Safe/Unsafe Touch, Personal Space,</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• Individual Student Counseling</li> <li>• Prevention/Intervention Groups</li> <li>• Teacher Consultations</li> <li>• Parent Conferences</li> <li>• Student Referral to Community Programs</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• Child Study Team Meetings</li> <li>• 504 Meetings</li> <li>• Mentor Seniors for Project</li> <li>• Maintenance of Career</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• Monthly Parent Letter</li> <li>• Lunch/ Bus Duty</li> <li>• Coordination of Holiday Donations/Gifts</li> <li>• Budget for Elementary</li> </ul>

<p>Conflict Management, Peer Pressure, Decision Making, Stress Reduction, Good Listening Skills, Consequences of Tobacco Use, How Advertising Affects You, MS Counselor Visit, Review of Year/Accomplishments</p> <ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Lunch Groups</li> <li>• Classroom Presentations Based on Need/Request</li> <li>• Service Learning Project</li> <li>• Middle School Visitation</li> <li>• National School Counseling Week Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination with Agencies/Individuals Servicing Students</li> <li>• Crisis Intervention</li> <li>• Classroom Observations</li> <li>• Parent Conferences</li> </ul>	Portfolios	<p>Counseling Needs</p> <ul style="list-style-type: none"> <li>• Birthday Bulletin Board and Student Cards</li> <li>• Update Web Page</li> <li>• Maintenance of Case Notes</li> <li>• Attendance at Faculty and Counselor Meetings</li> <li>• Participate in In-service Programs</li> <li>• Curriculum Development</li> <li>• Advisory Council Meeting</li> <li>• Maintenance of PA License and National Certificate</li> </ul>
<p><b>Counselor Role</b></p> <p>Development, implementation, and coordination of FASD guidance curriculum.</p>	<p><b>Counselor Role</b></p> <p>Provide individual and group counseling, as well as consultation with stakeholders to meet student needs.</p>	<p><b>Counselor Role</b></p> <p>Consultation on 504 and CST meetings for individual student needs.</p>	<p><b>Counselor Role</b></p> <p>Counselor develops partnerships and relationships with stakeholders,</p>



			consults and collaborates with staff and parents, and assists in development and implementation of school wide programming.
<b>Recommended Time:</b> 35%-45%	<b>Recommended Time:</b> 30% - 40%	<b>Recommended Time:</b> 5%-10%	<b>Recommended Time:</b> 10% - 15%
<b>Estimated Actual Time:</b> 35%	<b>Estimated Actual Time:</b> 35%	<b>Estimated Actual Time:</b> 5%	<b>Estimated Actual Time:</b> 25%

**Middle School (5-8)**

<b>Guidance Curriculum</b> Provide developmental, comprehensive guidance program content in a systematic way to all students K – 12	<b>Prevention, Intervention, and Responsive Services</b> Address school and student needs	<b>Individual Student Planning</b> Assists students and parents in development of academic and career plans	<b>System Support</b> Includes program, staff and school support activities and services
<b>Purpose</b> Student awareness; skill development and application of skills needed to achieve academically and be career and college ready by graduation	<b>Purpose</b> Prevention, intervention, and responsive services to groups and individuals	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions	<b>Purpose</b> Program delivery and support

<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Meet the teacher night 6-8<sup>th</sup></li> <li>• FASD Guidance Academic Curriculum Classroom lessons and Meetings 6-8<sup>th</sup></li> <li>• HS course selection and planning assembly 8<sup>th</sup></li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Small groups</li> <li>• Addressing academic performance needs</li> <li>• New student meet and greet</li> <li>• Meet with individually referred students in regards to academic performance and/or attendance</li> <li>• Individual student contact</li> <li>• Conference with guardians regarding student academic performance</li> <li>• 8<sup>th</sup> grade moving up ceremony</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• 504 meetings</li> <li>• IEP meetings</li> <li>• CST meetings</li> <li>• Meet with referred students (referred by teacher, parent, administrator) to assist in academic performance development/absenteeism</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• 504 meetings</li> <li>• IEP meetings</li> <li>• CST meetings</li> <li>• MAP Testing</li> <li>• PSSA Test administration</li> <li>• Keystone Test administration</li> </ul>
<p><b>Career</b></p> <ul style="list-style-type: none"> <li>• 5-7<sup>th</sup> grade Adams County Tech Prep Presentation</li> <li>• 8<sup>th</sup> grade field trip to Adams County Tech Prep and Gettysburg HACC</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>• Individual student career portfolios</li> <li>• IEP transition meetings</li> <li>• FASD Career curriculum classroom lessons</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>• Individual student career portfolios</li> <li>• Individual student meetings for transition</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>• Coordinate with outside agencies for presentations and field trips</li> </ul>

<ul style="list-style-type: none"> <li>FASD Guidance Career Curriculum Classroom lessons 6-8<sup>th</sup> grade</li> </ul>			
<b>Personal/Social</b> <ul style="list-style-type: none"> <li>FASD Guidance Personal/Social Curriculum Classroom lessons and Meetings 6-8<sup>th</sup> grade</li> <li>6<sup>th</sup> grade camp</li> <li>7<sup>th</sup> grade YWYM's Leadership Conference</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>FASD Guidance Personal/Social Curriculum Classroom lessons and Meetings 6-8<sup>th</sup> grade</li> <li>Create and oversee students on behavior self-monitor plans</li> <li>Individual student contacts and student mediation</li> <li>Small groups focusing on personal/social skills</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Individual student meetings for transition</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Meet with outside agencies for presentations and field trips</li> <li>Meet with teachers, parents, administrators to create curriculum and programs.</li> </ul>
<b>Counselor Role</b> <ul style="list-style-type: none"> <li>Implementation of FASD Guidance Curriculum</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>Implementation of FASD Guidance Curriculum</li> <li>Counselor provides group and individual responsive services as needs arrive.</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>Implementation of FASD Guidance Curriculum</li> <li>Meet individually with referred or self-referred students.</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>Implementation of FASD Guidance Curriculum</li> <li>Meet with administration, parents, teachers, etc regarding students</li> </ul>

	<ul style="list-style-type: none"> <li>Counselor collaborates with teachers, parents, and school staff to meet the needs of students</li> </ul>		
<b>Recommended Time:</b>  25% - 35%	<b>Recommended Time:</b>  30% - 40%	<b>Recommended Time:</b>  15% - 25%	<b>Recommended Time:</b>  10% - 15%
<b>Estimated Actual Time:</b>  30%	<b>Estimated Actual Time:</b>  35%	<b>Estimated Actual Time:</b>  20%	<b>Estimated Actual Time:</b>  15%

**High School (Grades 9 – 12)**

<b>Guidance Curriculum</b>  Provide developmental, comprehensive guidance program content in a systematic way to all students K – 12	<b>Prevention Intervention, and Responsive Services</b>  Address school and student needs	<b>Individual Student Planning</b>  Assists students and parents in development of academic and career plans	<b>System Support</b>  Includes program, staff and school support activities and services
<b>Purpose</b>  Student awareness; skill development and application of skills needed to achieve academically and be career and college ready by graduation	<b>Purpose</b>  Prevention, intervention, and responsive services to groups and individuals	<b>Purpose</b>  Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions	<b>Purpose</b>  Program delivery and support
<b>Academic</b>  <ul style="list-style-type: none"> <li>Monitor student</li> </ul>	<b>Academic</b>  <ul style="list-style-type: none"> <li>Individual student</li> </ul>	<b>Academic</b>  <ul style="list-style-type: none"> <li>Attend IEP</li> </ul>	<b>Academic</b>  <ul style="list-style-type: none"> <li>Assist with FASD</li> </ul>

grades	counseling	meetings	Cyber program
<ul style="list-style-type: none"> <li>• Disseminate SAT &amp; ACT information</li> <li>• 9<sup>th</sup> Grade Orientation</li> <li>• Scheduling</li> <li>• Create student information sheets for each grade level</li> <li>• 9<sup>th</sup> Grade Classroom Lesson – credits, grade point average, academic plans, future options, transcript information, use of resources, proper use of social media</li> <li>• 10<sup>th</sup> Grade Classroom Lesson – pre-requisites, AP, Tech Prep, College in the High School, transcript information review, proper use of social media, use of resources</li> <li>• 11<sup>th</sup> Grade Classroom Lesson – future plans, SAT &amp; ACT</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consultations</li> <li>• Parent conferences</li> <li>• Student referral to community</li> <li>• Classroom presentations based on need / request</li> </ul>	<ul style="list-style-type: none"> <li>• Attend 504 meetings</li> <li>• Enroll new students</li> <li>• Course Selection &amp; scheduling</li> <li>• Sound out final transcripts for graduated students</li> <li>• Update credit checklists for all students</li> <li>• Monitor which classes students need for summer school</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate SAP program</li> <li>• Coordinate AP program</li> <li>• Coordinate College Board SSD program</li> <li>• Update web page</li> <li>• Attendance at Counselor meetings – district &amp; county levels</li> <li>• President of the Adams County School Counselors Association</li> <li>• Participate in in-service programs</li> <li>• Attend workshops &amp; trainings as appropriate or assigned</li> <li>• Curriculum development</li> <li>• SWPBIS</li> <li>• Maintenance of PA License &amp; National Certification</li> <li>• Meet the Teacher Night</li> <li>• Coordinate paperwork for 12<sup>th</sup></li> </ul>

<p>planning, proper use of social media, use of resources</p> <ul style="list-style-type: none"> <li>• 12<sup>th</sup> Grade Classroom Lesson – upcoming opportunities, post-secondary options &amp; planning, application process, transcript &amp; letters of recommendation procedures, scholarship information, financial aid overview</li> <li>• Small group meetings with students who were not present in the classroom lesson</li> <li>• Coordinate College in the High School course, applications, &amp; placement testing – including notifying students of results</li> <li>• Coordinate, schedule, &amp; proctor PSAT for all 11<sup>th</sup> grade students &amp; 40% of</li> </ul>			<p>grade students who are not in the building all four blocks of each day</p> <ul style="list-style-type: none"> <li>• Four times a year: Verify teacher grades; run grades, GPA, &amp; credits for report cards &amp; transcripts</li> <li>• Attend SIP at NCI coordinator meeting</li> <li>• Maintain High School Counseling Department budget</li> <li>• Advisory Council meetings</li> <li>• Coordinate faculty &amp; staff trainings for Keystone Exams</li> <li>• Coordinate Keystone Testing twice a year: stickering test books, creating PPID lists, maintaining student lists, organizing special testing needs, conduct make up sessions, attend state required trainings, maintain</li> </ul>
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<p>the 10<sup>th</sup> grade students; &amp; explain scores to students</p> <ul style="list-style-type: none"> <li>• Assist with SIP at NCI 11<sup>th</sup> grade applications</li> <li>• Coordinate Adams County Tech Prep 10<sup>th</sup> grade assembly; assist with applications; notify students of admittance into programs</li> <li>• Coordinate student training for Keystone Exams</li> <li>• Coordinate ASVAB testing for all 10<sup>th</sup> graders &amp; 10% of 11<sup>th</sup> graders, assist with score interpretation</li> <li>• 8<sup>th</sup> Grade Scheduling Night</li> <li>• Course Selection</li> <li>• Using Keystone Exam Scores, determine student scheduling of Proficiency Development Courses</li> </ul>			<p>test security at all times, proctor tests</p> <ul style="list-style-type: none"> <li>• Update Course Selection Book based on faculty input &amp; submit it to the School Board of Education for approval</li> <li>• Coordinate AP Exams – order exams, maintain class lists, set up testing, proctor tests, maintain test security</li> <li>• Coordinate High School Counseling Department dates for the district calendar; submit paperwork for Use of Facilities &amp; Time Away forms</li> <li>• Attend graduation</li> <li>• Collect registration for summer school</li> <li>• Assist in the creation of the master schedule &amp; enter it in to MMS</li> <li>• Mail student schedules home</li> </ul>
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			<ul style="list-style-type: none"> <li>Coordinate tour guides for 9<sup>th</sup> Grade Orientation</li> </ul>
<p><b>Career</b></p> <ul style="list-style-type: none"> <li>Assist students &amp; parents with the post-secondary planning process</li> <li>College Process Night</li> <li>11<sup>th</sup> grade classroom lesson - SAT, ACT, Financial Aid, College Planning, Course selection, transcript information</li> <li>9<sup>th</sup> Grade Orientation</li> <li>Scheduling</li> <li>Create student information sheets for each grade level</li> <li>9<sup>th</sup> grade classroom lesson – credits, grade point averages, academic plans, transcript information, attendance</li> <li>10<sup>th</sup> grade classroom lesson – pre-requisites,</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>Individual student counseling</li> <li>Classroom presentations based on need &amp; request</li> <li>Parent conferences</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>Assist with student planning for NCAA</li> <li>Coordinate meetings between students &amp; post-secondary representatives</li> <li>Attend IEP meetings</li> <li>Enroll new students</li> <li>College transcripts, letters of recommendation, college applications</li> <li>College transcripts / applications / letters of recommendation</li> <li>Scholarship paperwork / Senior Self Improvement Award</li> <li>Meet with students to discuss course selection</li> <li>Send out final</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>Update NCAA information</li> <li>Coordinate &amp; promote opportunities &amp; information</li> <li>Meet with post-secondary representatives</li> <li>Update web page</li> <li>Attend counselor meetings both local &amp; county</li> <li>President of the Adams County School Counselors Association</li> <li>Participate in in-service programs</li> <li>Attend workshops &amp; trainings as appropriate &amp; assigned</li> <li>Curriculum development</li> <li>SWPBIS</li> <li>Maintenance of PA License &amp; National Certification</li> </ul>



<p>future plans, post-secondary opportunities, Tech Prep, AP, CHS</p> <ul style="list-style-type: none"> <li>• 12<sup>th</sup> grade classroom lesson – post-secondary plans, financial aid, letters of recommendation, official transcripts, scholarships</li> <li>• Small group meetings with students not present for the classroom lessons</li> <li>• Coordinate, schedule, &amp; proctor PSAT for all 11<sup>th</sup> grade students &amp; approximately 50% of the 10<sup>th</sup> grade students</li> <li>• Take interested students on at least one career related field trip each year</li> <li>• Encourage all 12<sup>th</sup> grade students to complete post-secondary applications by October 31.</li> <li>• Coordinate, plan,</li> </ul>		transcripts	<ul style="list-style-type: none"> <li>• Meet the Teacher Night</li> <li>• Coordinate paperwork for seniors who are not in the building all four blocks</li> <li>• Write, submit, &amp; manage Lenfest Grant proposal</li> <li>• Coordinate the Adams County Area College &amp; Career Fair</li> <li>• Coordinate applications &amp; selection of HOBY Leadership Conference 10<sup>th</sup> grade students</li> <li>• Coordinate selection &amp; essay completion of DAR 12<sup>th</sup> grade student winner</li> <li>• Attend annual PHEAA workshop</li> <li>• Counseling Budget development</li> <li>• Advisory Council meetings</li> <li>• Keystone Exam training for faculty, staff, and students</li> </ul>
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<p>and chaperone students enrolled in CHS course to HACC to complete required Placement Testing</p> <ul style="list-style-type: none"> <li>• Advertise &amp; assist students applying for the SIP at NCI applications</li> <li>• Coordinate Adams County Tech Prep 10<sup>th</sup> Grade assembly</li> <li>• Interpret PSAT scores for those students who took the exam</li> <li>• Assist with career selection &amp; chaperone 10<sup>th</sup> grade Career Fair</li> <li>• Advertise Lenfest Scholarship opportunity</li> <li>• Coordinate Financial Aid Night</li> <li>• Review applications, select participants, &amp; notify students about selection into the ACTP program.</li> <li>• Coordinate all 10<sup>th</sup> grade students &amp;</li> </ul>			<ul style="list-style-type: none"> <li>• Assist with the planning &amp; chaperoning of the Lenfest Overnight College Visitation trip</li> <li>• Coordinate dates for the HS Counseling Department for the district calendar</li> <li>• Coordinate &amp; present at Academic Awards Night</li> </ul>
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<p>some 11<sup>th</sup> grade students taking the ASVAB assessment &amp; interpretation of the results</p> <ul style="list-style-type: none"> <li>• Coordinate SAT Prep program &amp; proctor &amp; score practice exam</li> <li>• Send out final transcripts</li> </ul>			
<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade Orientations</li> <li>• 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, &amp; 12<sup>th</sup> Grade classroom lessons – describe services offered through the HS Counseling Office</li> <li>• Small group meetings with students who were not in English class for the presentation</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• Individual student counseling</li> <li>• Crisis intervention</li> <li>• Report suspect child abuse as mandated</li> <li>• Peer mediation as appropriate</li> <li>• Teacher consultations</li> <li>• Parent conferences</li> <li>• Classroom presentations based on need / request</li> <li>• Enroll new students into classes</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• Refer students to community programs</li> <li>• Attend IEP &amp; 504 meetings</li> <li>• Coordination with agencies or individuals servicing students</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• Coordinate SAP program in the high school</li> <li>• Attend district, county, state, and national counselor meetings</li> <li>• President of the Adams County School Counselors Association</li> <li>• Participate in in-service programs</li> <li>• Attend workshops / trainings as appropriate or assigned</li> <li>• Curriculum development</li> <li>• SWPBIS program</li> <li>• Maintain PA LPC and NCC</li> </ul>

			<ul style="list-style-type: none"> <li>Advisory Council meetings</li> </ul>
<b>Counselor Role</b> Implementation of the FASD Guidance Curriculum	<b>Counselor Role</b> Implementation of the FASD Guidance Curriculum	<b>Counselor Role</b> Implementation of the FASD Guidance Curriculum	<b>Counselor Role</b> Implementation of the FASD Guidance Curriculum
<b>Recommended Time:</b> 15% - 25%	<b>Recommended Time:</b> 25% - 35%	<b>Recommended Time:</b> 25% - 35%	<b>Recommended Time:</b> 15% - 20%
<b>Estimated Actual Time:</b> 15%	<b>Estimated Actual Time:</b> 20%	<b>Estimated Actual Time:</b> 20%	<b>Estimated Actual Time:</b> 45%

## 9. Curriculum Action Plan

### Grades K-4 - Academic

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>ASCA STANDARD</b>
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#### Standard A:A1 Improve Academic Self-concept

Articulate feelings of competence and confidence as learners	Classroom Guidance	Counselor	K-4	January-March	A:A1.1
Display a positive interest in learning.	Classroom Guidance	Counselor	K-4	All Year	A:A1.2
Take pride in work and achievement	Classroom Guidance	Counselor	K-4	January-March	A:A1.3
Accept mistakes as essential to the learning process	Classroom Guidance	Counselor	K-4	February	A:A1.4
Identify attitudes and behaviors that lead to successful learning	Classroom Guidance	Counselor	K-4	January-March	A:A1.5

**A:A2 Acquire Skills for Improving Learning**

Apply time-management and task-management skills	Classroom Guidance	Counselor	2	February	A:A2.1
Demonstrate how effort and persistence positively affect learning	Classroom Guidance	Counselor	K-4	January, February	A:A2.2
Use communications skills to know when and how to ask for help when needed	Classroom Guidance	Counselor	K, 2	January, February	A:A2.3
Apply knowledge and learning styles to positively influence school performance	Classroom Guidance	Counselor	4	March	A:A2.4

**A:A3 Achieve School Success**

Take responsibility for their actions	Classroom Guidance	Counselor	K-3	March	A:A3.1
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other	Classroom Guidance	Counselor	K-4	All Year	A:A3.2

students					
Encourage a broad range of interests and abilities.	Classroom Guidance	Counselor	K-4	August, September, April, May	A:A3.3
Demonstrate dependability, productivity, and initiative.	Classroom Guidance	Counselor	K-4	All Year	A:A3.4
Share knowledge	Classroom Guidance	Counselor	K-4	All Year	A:A3.5

**Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.**

**A:B1 Improve Learning**

Learn and apply critical-thinking skills.	Classroom Guidance	Counselor	K-4	All Year	A:B1.2
Apply the study skills necessary for academic success at each level	Classroom Guidance	Counselor	K-4	January-March	A:B1.3
Seek information and support from faculty, staff, family and peers	Classroom Guidance	Counselor	K, 2	January, February	A:B1.4
Organize and apply academic information from a variety of sources.	Classroom Guidance	Counselor	K-4	All Year	A:B1.5

Use knowledge of learning styles to positively influence school performance	Classroom Guidance	Counselor	4	March	A:B1.6
Become a self-directed and independent learner	Classroom Guidance	Counselor	2-4	February, All Year	A:B1.7

**A:B2 Plan to Achieve Goals**

Establish challenging academic goals in elementary, middle/ jr. high and high school	Classroom Guidance	Counselor	K-4	February	A:B2.1
Use assessment results in educational planning	Classroom Guidance	Counselor	3-4	April	A:B2.2
Identify post-secondary options consistent with interests, achievement, aptitude and abilities	Classroom Guidance	Counselor	K-4	April-June	A:B2.7



**STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.**

**A:C1 Relate School to Life Experiences**

Seek co-curricular and community experiences to enhance the school experience	Classroom Guidance	Counselor	1-4	April	A:C1.2
Understand the relationship between learning and work	Classroom Guidance	Counselor	K-4	March	A:C1.3
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.	Classroom Guidance	Counselor	K-4	April-May	A:C1.4
Understand that school success is the preparation to make the transition from student to community member	Classroom Guidance	Counselor	K-4	March-June	A:C1.5
Understand how school success and academic achievement	Classroom Guidance	Counselor	1-4	March-June	A:C1.6

enhance future career and vocational opportunities					
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#### **K – 4 Career Education and Work Standards**

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>CEW STANDARD</b>
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##### **13.1.3 Career Awareness and Preparation**

Recognize that individuals have unique interests.	Classroom Guidance	Counselor	K-3	September, April	13.1.3.A
Identify current personal interests.	Classroom Guidance, Career Portfolios	Counselor	K-3	September, April	13.3.3.B
Identify the range of jobs available in the community.	Classroom Guidance, Junior Achievement	Counselor, Community Members, Teachers	K-3	Spring	13.1.3.D
Describe the work done by school personnel and other individuals in the community.	Classroom Guidance, Junior Achievement	Counselor, Community Members, Teachers	K-3	September, Spring	13.1.3.E
Explore how people prepare for careers.	Junior Achievement	Counselor, Community Members, Teachers	K-3	Spring	13.1.3.F
Explain how workers in their careers use what is learned in the classroom.	Junior Achievement	Counselor, Community Members, Teachers	K-3	Spring	13.1.3.H

**13.2.3 Career Acquisition**

Identify appropriate speaking and listening techniques used in conversation.	Classroom Guidance	Counselor	K-3	October, January, February, March	13.2.3.A
Discuss resources available in researching job opportunities.	Classroom Guidance	Counselor	K-3	April, May	13.2.3.B
Identify the importance of developing a plan for the future. (Goal Setting)	Classroom Guidance	Counselor	K-3	April, May	13.2.3.D
Discuss the importance of team building.	Classroom Guidance	Counselor	K-3	January, February	13.2.3.E

**13.3.3 Career Retention and Advancement**

Identify attitudes and work habits that contribute to success at home and school.	Classroom Guidance	Counselor	K-3	March, April	13.3.3.A
Identify how to cooperate at both home and school.	Classroom Guidance	Counselor	K-3	January, February	13.3.3.B
Explain effective group interaction terms, such as but not limited to: Compliment,	Classroom Guidance	Counselor	K-3	January, February	13.3.3.C

Cooperate, Encourage, Participate					
Discuss how time is used at both home and school.	Classroom Guidance	Counselor	3	January- March	13.3.3.E
Define and describe the importance of lifelong learning.	Classroom Guidance	Counselor	K-3	February	13.3.3.G

### 13.4.3 Entrepreneurship

Define entrepreneurship.	Classroom Guidance	Counselor	2-3	April-May	13.4.3.A
Describe the character traits of successful entrepreneurs.	Classroom Guidance, Junior Achievement	Counselor, Community Members, Teachers	2-3	May	13.4.3.B
Describe age- appropriate entrepreneurial opportunities.	Classroom Guidance	Counselor	2-3	April-May	13.4.3.C

### 13.1.5 Career Awareness and Preparation

Describe the impact of individual interests and abilities on career choices.	Classroom Guidance	Counselor	4	April, May	13.1.5.A
Describe the impact of personal interest and abilities on	Classroom Guidance	Counselor	4	April, May	13.1.5.B

career choices.					
Describe the range of career training programs in the community.	Presentation by Tech Prep., Career Café, Classroom Guidance	Counselor, Career Counselor	4	May	13.1.5.D
Connect personal interests and abilities and academic strengths to personal career options.	Classroom Guidance	Counselor	4	April, May	13.1.5.H

### 13.2.5 Career Acquisition

Apply appropriate speaking and listening techniques used in conversation.	Classroom Guidance	Counselor	4	October, January, February, March	13.2.5.A
Identify and review resources available in researching job opportunities.	Classroom Guidance	Counselor	4	April, May	13.2.5.B
Identify individualized career portfolio components.	Classroom Guidance, Career Portfolios	Counselor	4	April	13.2.5.D
Apply to daily activities, the essential workplace skills.	Classroom Guidance	Counselor	4	All Year	13.2.5 E

**13.3.5 Career Retention and Advancement**

Explain the importance of working cooperatively with others at both home and school to complete a task.	Classroom Guidance	Counselor	4	January, February	13.3.5.B
Identify effective group interaction strategies.	Classroom Guidance	Counselor	4	January, February	13.3.5.C
Develop a personal schedule based on activities and responsibilities at both home and school.	Classroom Guidance	Counselor	4	January-March	13.3.5.E
Describe how personal interests and abilities impact lifelong learning.	Classroom Guidance	Counselor	4	February	13.3.5.G

**K – 4 - Personal/Social Development**

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>ASCA STANDARD</b>
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**Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**

**PS:A1 Acquire Self-knowledge**

Develop positive	Classroom	Counselor	K-4	August,	PS:A1.1
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attitudes toward self as a unique and worthy person	Guidance			September	
Identify values, attitudes and beliefs	Classroom Guidance	Counselor	K-4	All Year	PS:A1.2
Learn the goal-setting process	Classroom Guidance	Counselor	K-4	March, April	PS:A1.3
Identify and express feelings	Classroom Guidance	Counselor	K-4	September	PS:A1.5
Distinguish between appropriate and inappropriate behavior	Classroom Guidance	Counselor	K-4	All Year	PS:A1.6
Recognize personal boundaries, rights and privacy needs	Classroom Guidance	Counselor	K-4	All Year	PS:A1.7
Understand the need for self-control and how to practice it	Classroom Guidance	Counselor	K-4	All Year	PS:A1.8
Demonstrate cooperative behavior in groups	Classroom Guidance	Counselor	K-4	January, February	PS:A1.9
Identify personal strengths and assets	Classroom Guidance	Counselor	K-4	August, September, April, May	PS:A1.10

**PS:A2 Acquire Interpersonal Skills**

Recognize that everyone has rights and responsibilities	Classroom Guidance	Counselor	K-4	All Year	PS:A2.1
Respect alternative points of view	Classroom Guidance	Counselor	K-4	December, January	PS:A2.2
Recognize, accept, respect and appreciate individual differences	Classroom Guidance	Counselor	K-4	September, October	PS:A2.3
Recognize, accept and appreciate ethnic and cultural diversity	Classroom Guidance	Counselor	K-4	September, October	PS:A2.4
Use effective communications skills	Classroom Guidance	Counselor	K-4	January	PS:A2.6
Know that communication involves speaking, listening and nonverbal behavior	Classroom Guidance	Counselor	K-4	January	PS:A2.7
Learn how to make and keep friends	Classroom Guidance	Counselor	K-4	All Year	PS:A2.8



**Standard B: Students will make decisions, set goals and take necessary action to achieve goals.**

**PS:B1 Self-knowledge Application**

Use a decision-making and problem-solving model	Classroom Guidance	Counselor	K-4	October, November	PS:B1.1
Understand consequences of decisions and choices	Classroom Guidance	Counselor	K-4	October, November	PS:B1.2
Identify alternative solutions to a problem	Classroom Guidance	Counselor	K-4	October, November	PS:B1.3
Develop effective coping skills for dealing with problems	Classroom Guidance	Counselor	K-4	November, December	PS:B1.4
Demonstrate when, where and how to seek help for solving problems and making decisions	Classroom Guidance	Counselor	K-4	August, October, November	PS:B1.5
Know how to apply conflict resolution skills	Classroom Guidance	Counselor	K-4	November, December	PS:B1.6
Demonstrate a respect and appreciation for individual and cultural	Classroom Guidance	Counselor	K-4	September	PS:B1.7

differences					
Know when peer pressure is influencing a decision	Classroom Guidance	Counselor	3-4	October, November	PS:B1.8
Identify long- and short-term goals	Classroom Guidance	Counselor	2-4	February, March	PS:B1.9
Use persistence and perseverance in acquiring knowledge and skills	Classroom Guidance	Counselor	K-4	February, March	PS:B1.11
Develop an action plan to set and achieve realistic goals	Classroom Guidance	Counselor	K-4	February, March	PS:B1.12

**Standard C: Students will understand safety and survival skills.**

**PS:C1 Acquire Personal Safety Skills**

Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	Classroom	Classroom Teacher	K	Fall	PS:C1.1
Learn about the differences between appropriate and inappropriate	Classroom Guidance	Counselor	K-4	October, November	PS:C1.3

physical contact					
Demonstrate the ability to set boundaries, rights and personal privacy	Classroom Guidance	Counselor	K-4	September, October, November	PS:C1.4
Identify resource people in the school and community, and know how to seek their help	Classroom Guidance	Counselor	K-4	August	PS:C1.6
Apply effective problem-solving and decision-making skills to make safe and healthy choices	Classroom Guidance	Counselor	K-4	October, November	PS:C1.7
Learn about the emotional and physical dangers of substance use and abuse	Classroom Guidance	Counselor	K-4	October, November, December	PS:C1.8
Learn how to cope with peer pressure	Classroom Guidance	Counselor	3-4	October	PS:C1.9
Learn techniques for managing stress and conflict	Classroom Guidance	Counselor	K-4	December	PS:C1.10
Learn coping skills for managing life events.	Classroom Guidance	Counselor	K-4	December	PS:C1.11

**Grade 5-8 - Academic Development Domain**

**Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

**A1: Improve Academic Self Concept**

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>ASCA National Model Competency Standard</b>
Articulate feelings of competence and confidence as learners	Classroom Guidance	Counselor	6	Fall/Winter	A:A1.1
Display a positive interest in learning	Classroom Guidance	Counselor	6	Fall/Winter	A:A1.2
Take pride in work and achievement	Classroom Guidance	Counselor	5-8	Fall/Winter	A:A1.3
Accept mistakes as essential to the learning process	Classroom Guidance	Counselor	5-8	All Year	A:A1.4
Identify attitudes and behaviors leading to successful learning	Classroom Guidance	Counselor	5-6	Fall/Winter	A:A1.5

**A2: Acquire Skills for Improving Learning**

Apply time management and task-management skills	Classroom Guidance	Counselor	7-8	Fall/Winter	A:A2.1
Demonstrate how effort and persistence positively affect learning	Classroom Guidance	Counselor	7-8	Fall/Winter	A:A2.2

Use communications skills to know when and how to ask for help when needed	Classroom Guidance	Counselor	5-6	Fall/Winter	A:A2.3
Apply knowledge and learning styles to positively influence school performance	Classroom Guidance	Counselor	7-8	Winter/Spring	A:A2.4

**A3: Achieve School Success**

Take responsibility for their actions	Classroom Guidance/Classroom Meetings	Counselor/Teachers	5-8	Fall/Winter	A:A3.1
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	Classroom Guidance	Counselor	5-8	All Year	A:A3.2
Share knowledge	Classroom Guidance	Counselor	5-8	All Year	A:A3.5

**Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.**

**B1: Improve Learning**

Learn and apply critical-thinking skills	Classroom Guidance	Counselor	7-8	Fall/Winter	B:B1.2
Use knowledge of learning styles to positively influence school performance	Classroom Guidance	Counselor	6-7	Winter/Spring	B:B1.6

**B2: Plan to Achieve Goals**

Establish challenging academic goals in elementary, middle/junior high/ and high school	Classroom Guidance	Counselor	5-8	Fall	B:B2.1
Apply knowledge of aptitudes and interests to goal setting	Classroom Guidance	Counselor	5-8	Winter/Spring	B:B2.4
Understand the relationship between classroom performance and success in school	Classroom Guidance	Counselor	5-8	Winter/Spring	B:B2.6
Identify post-secondary options consistent with interests, achievement, aptitude and abilities	Classroom Guidance	Counselor	7-8	Winter/Spring	B:B2.7

**Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.**

**C1: Relate School to Life Experience**

Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	Classroom Guidance	Counselor	5-8	All Year	C:C1.1
Understand the relationship between learning and work	Classroom Guidance	Counselor	5-8	Winter/Spring	C:C1.3
Demonstrate an	Classroom	Counselor	7-8	Winter/Spring	C:C1.4

understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	Guidance				
Understand that school success is the preparation to make the transition from student to community member	Classroom Guidance	Counselor	8	Winter/Spring	C:C1.5
Understand how school success and academic achievement enhance future career and vocational opportunities	Classroom Guidance	Counselor	5-8	Winter/Spring	C:C1.6

### **Middle School Grade 5 (CAREER)**

#### **Career Education and Work Standards**

#### **13.1 Career Awareness and Preparation**

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>CEW STANDARD</b>
Describe the impact of individual interests and abilities on career choices.	Classroom Guidance	Counselor	5	Winter/Spring	13.1.5.A
Describe the impact of personal interest and abilities on career choices	Classroom Guidance	Counselor	5	Winter/Spring	13.1.5.B
Describe the	Classroom	Counselor	5	Winter/Spring	13.1.5.D

range of career training programs in the community.	Guidance				
Describe the factors that influence career choices.	Classroom Guidance	Counselor	5	Winter/Spring	13.1.5.E
Investigate people's rationale for making career choices	Classroom Guidance	Counselor	5	Winter/Spring	13.1.5.F
Connect personal interests and abilities and academic strengths to personal career options.	Classroom Guidance	Counselor	5	Winter/Spring	13.1.5.H

### 13.2 Career Acquisition

Identify individualized career portfolio components.	Classroom Guidance, Career Portfolios	Counselor	5	Winter/Spring	13.2.5.D
Apply to daily activities, the essential workplace skills.	Classroom Guidance	Counselor	5	All Year	13.2.5.E

### 13.3 Career Retention and Advancement

Explain how student attitudes and work habits transfer from the home and school to the workplace.	Classroom Guidance	Counselor	5	All Year	13.3.5.A
Explain the importance of working cooperatively with others at both home and	Classroom Guidance	Counselor	5	All Year	13.3.5.B



school to complete a task.					
Identify effective group interaction strategies.	Classroom Guidance	Counselor	5	All Year	13.3.5.C
Describe how personal interests and abilities impact lifelong learning.	Classroom Guidance	Counselor	5	Winter/Spring	13.3.5.G

### 13.4 Entrepreneurship

Identify the risks and rewards of entrepreneurship.	Classroom Guidance	Counselor	5	Winter/Spring	13.4.5.A
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## Middle School Grades 6-8 (CAREER) Career Education and Work Standards

### 13.1 Career Awareness and Preparation

ACTION STEP	DELIVERY METHOD	PERSONNEL	TARGET GROUP	TIMELINE	CEW STANDARD
Relate careers to individual interests, abilities, and aptitudes.	Classroom Guidance	Counselor	6-8	Winter/Spring	13.1.8.A
Relate careers to personal interests, abilities and aptitudes.	Classroom Guidance	Counselor	6-8	Winter/Spring	13.1.8.B
Explain how both traditional and nontraditional careers offer or hinder career opportunities.	Classroom Guidance	Counselor	7-8	Winter/Spring	13.1.8.C
Explain the relationship of career training programs to employment opportunities.	Classroom Guidance	Counselor	7-8	Winter/Spring	13.1.8.D

Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	Classroom Guidance	Counselor	7-8	Winter/Spring	13.1.8.F
Create an individualized career plan.	8 <sup>th</sup> Grade Scheduling	HS Counselor	8	Spring	13.1.8.G
Choose personal electives and extracurricular activities based upon personal career interests, abilities and academic strengths.	8 <sup>th</sup> Grade Scheduling	HS Counselor	8	Spring	13.1.8.H

### 13.2 Career Acquisition

Evaluate resources available in researching job opportunities.	Classroom Guidance	Counselor	8	Winter/Spring	13.2.8.B
Prepare a draft of career acquisition documents.	Classroom Guidance	Counselor	8	Winter/Spring	13.2.8.C
Develop an individualized career portfolio.	Classroom Guidance	Counselor	6-8	Winter/Spring	13.2.8.D
Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge.	Classroom Guidance	Counselor	7-8	All Year	13.2.8.E

### 13.3 Career Retention and Advancement

Determine attitudes and work habits that support career retention and advancement.	Classroom Guidance	Counselor	7-8	All Year	13.3.8.A
Analyze the role of each participant's contribution in a team setting.	Classroom Guidance	Counselor	6-8	All Year	13.3.8.B
Explain and demonstrate conflict resolution skills.	Classroom Guidance	Counselor	6	Fall	13.3.8.C
Analyze budgets and pay statements.	Classroom Guidance	Counselor	7	Winter/Spring	13.3.8.D
Identify and apply time management strategies as they relate to both personal and work situations.	Classroom Guidance	Counselor	7	All Year	13.3.8.E
Identify formal and informal lifelong learning opportunities that support career retention and advancement.	Classroom Guidance	Counselor/ Teachers	7-8	Winter/Spring	13.3.8.G

### 13.4 Entrepreneurship

Compare and contrast entrepreneurship to traditional employment.	Classroom Guidance	Counselor	7-8	Winter/Spring	13.4.8.A
Evaluate how entrepreneurial	Classroom Guidance	Counselor	7-8	Winter/Spring	13.4.8.B

character traits influence career opportunities.					
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### Middle School Grades 5-8 (Personal/Social)

**Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.**

#### A1: Acquire Self-Knowledge

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>ASCA National Model Competency Standard</b>
Develop positive attitudes toward self as a unique and worthy person	Classroom Guidance	Counselor	5-8	All Year	PS:A1.1
Learn the goal-setting Process	Classroom Guidance	Counselor	5-8	Fall/Winter	PS:A1.3
Understand change is a part of growth	Classroom Guidance	Counselor	5-8	All Year	PS:A1.4
Identify and express feelings	Classroom Guidance, Classroom Meetings	Counselor/Teachers	5-8	All Year	PS:A1.5
Distinguish between appropriate and inappropriate behavior	Classroom Guidance, Classroom Meetings	Counselor/Teachers	5-8	All Year	PS:A1.6
Recognize personal boundaries, rights, and privacy needs	Classroom Guidance, Classroom Meetings	Counselor/Teachers	5-8	All Year	PS:A1.7
Understand the need for self-control and how	Classroom Guidance, Classroom	Counselor/Teachers	5-8	All Year	PS:A1.8

to practice it	Meetings				
Demonstrate cooperative behavior in groups	Classroom Guidance	Counselor	5-6	Fall/Winter	PS:A1.9
Identify personal strengths and assets	Classroom Guidance, Classroom Meetings	Counselor/Teachers	5-8	All Year	PS:A1.10
Identify and discuss changing personal and social roles	Classroom Guidance	Counselor	7-8	Fall/Winter	PS:A1.11
Identify and recognize changing family roles	Classroom Guidance	Counselor	7-8	Fall/Winter	PS:A1.12

## **A2: Acquire Interpersonal Skills**

Recognize that everyone has rights and responsibilities	Classroom Guidance/ Classroom Meetings	Counselor/Teachers	5-8	All Year	PS:A2.1
Respect alternative points of view	Classroom Guidance/ Classroom Meetings	Counselor/Teachers	5-8	All Year	PS:A2.2
Recognize, accept, respect and appreciate individual differences	Classroom Guidance/ Classroom Meetings	Counselor/Teachers	5-8	All Year	PS:A2.3
Use effective communication skills	Classroom Guidance/ Classroom Meetings	Counselor/Teachers	5-8	All Year	PS:A2.6
Know that communication involves speaking, listening, and nonverbal behavior	Classroom Guidance	Counselor	5	Fall/Winter	PS:A2.7

Learn how to make and keep friends	Classroom Guidance	Counselor	5	Fall/Winter	PS:A2.8
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**Standard B: Students will make decisions set goals, and take necessary action to achieve goals.**

**B1: Self-Knowledge Application**

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>ASCA National Model Competency Standard</b>
Use a decision-making and problem solving model	Classroom Guidance	Counselor	5-6	Fall/Winter	PS:B1.1
Understand consequences of decisions and choices	Classroom Guidance	Counselor	5-6	Fall/Winter	PS:B1.2
Identify alternative solutions to a problem	Classroom Guidance	Counselor	5-6	Fall//Winter	PS:B1.3
Develop effective coping skills for dealing with problems	Classroom Guidance	Counselor	5-6	Fall/Winter	PS:B1.4
Demonstrate when, where and how to seek help for solving problems and making decisions	Classroom Guidance	Counselor	5-6	Fall/Winter	PS:B1.5
Know how to apply conflict resolution skills	Classroom Guidance	Counselor	7	Fall/Winter	PS:B1.6
Demonstrate a respect and appreciation for individual and cultural	Classroom Guidance/ Classroom Meetings	Counselor/Teachers	7-8	All Year	PS:B1.7

differences					
Know when peer pressure is influencing a decision	Classroom Guidance	Counselor	7-8	Winter/ Spring	PS:B1.8
Identify long-and short-term goals	Classroom Guidance	Counselor	5-8	Winter/ Spring	PS:B1.9
Identify alternative ways of achieving goals	Classroom Guidance	Counselor	7-8	Winter/ Spring	PS:B1.10
Use persistence and perseverance in acquiring knowledge and skills	Classroom Guidance	Counselor	7-8	Winter/ Spring	PS:B1.11
Develop an action plan to set and achieve realistic goals	Classroom Guidance	Counselor	7-8	Winter/ Spring	PS:B1.12

**Standard C: Students will understand safety and survival skills.**

**C1: Acquire Personal Safety Skills**

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>ASCA National Model Competency Standard</b>
Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)	Classroom Guidance	Counselor	5	Fall	PS:C1.1
Learn about the relationship between rules, laws safety, and the protection of rights of the	Classroom Guidance/ Classroom Meetings	Counselor/ Teachers	5-8	Fall	

individual					PS:C1.2
Learn about the differences between appropriate and inappropriate physical contact	Classroom Guidance/ Classroom Meetings	Counselor/ Teachers/Outside Agency Presentation	5-6	Fall	PS:C1.3
Demonstrate the ability to set boundaries, rights and personal privacy	Classroom Guidance/ Classroom Meetings	Counselor/ Teachers	5-8	Fall	PS:C1.4
Differentiate between situations requiring peer support and situations requiring adult professional help	Classroom Guidance/ Classroom Meetings	Counselor/ Teachers	5-8	Fall	PS:C1.5
Identify resource people in the school and community, and know how to seek their help	Classroom Guidance/ Classroom Meetings	Counselor/ Teachers	5-8	Fall	PS:C1.6
Apply effective problem-solving and decision-making skills to make safe and healthy choices	Classroom Guidance	Counselor	5-8	Fall/Winter	PS:C1.7
Learn about the emotional and physical dangers of substance use and abuse	Classroom Guidance	Counselor	5-8	Winter	PS:C1.8
Learn how to cope with peer pressure	Classroom Guidance	Counselor	6-7	Winter	PS:C1.9
Learn techniques for managing stress and conflict	Classroom Guidance	Counselor	6-7	Fall/Winter	PS:C1.10



Learn coping skills for managing life events	Classroom Guidance	Counselor	6-7	Fall/Winter	PS:C1.11
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### High School Grades 9 – 12 - Academic Standards

**Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

#### Competency A1 - Improve Academic Self-Concept

ACTION STEP	DELIVERY METHOD	PERSONNEL	TARGET GROUP	TIMELINE	CEW STANDARD
Articulate feelings of competence and confidence as learners	Individual Student Counseling, Classroom Practices	Counselor, Faculty	9-12	Throughout the School Year	A:A1.1
Display a positive interest in learning	Individual Student Counseling, Classroom practices	Counselor, Faculty	9-12	Throughout the School Year	A:A1:2
Take pride in work and achievement	Individual Student Counseling, Class room Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:A1.3
Accept mistakes as essential to the learning process	Individual Student Counseling, 8 <sup>th</sup> Grade Scheduling, 9 <sup>th</sup> Grade Orientation, Classroom Presentations, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:A1.4
Identify attitudes and behaviors that lead to successful learning	Individual Student Counseling, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:A1.5

<b>Competency A2 – Acquire Skills for Improving Learning</b>					
Apply time-management and task-management skills	Individual Student Counseling, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:A2.1
Demonstrate how effort and persistence positively affect learning	Classroom Presentations	Counselor	9-12	Throughout the School Year	A:A2.2
Use communication skills to know when and how to ask for help when needed	Individual Student Counseling, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:A2.3
Apply knowledge and learning styles to positively influence school performance	Individual Student Counseling, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:A2.4
<b>Competency A3 – Achieve School Success</b>					
Take responsibility for their actions	Individual Student Counseling, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:A3.1
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	Class room practices	Faculty	9-12	Throughout the School Year	A:A3.2
Encourage a broad range of interests and abilities	Individual Student Counseling, 8 <sup>th</sup> Grade Scheduling, 9 <sup>th</sup> Grade Orientation, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	Based upon A:A3.3
Demonstrate dependability,	Generalized Expectations	Counselor, Faculty &	9-12	Throughout the School	A:A3.4

productivity and initiatives	of Behavior	Staff		Year	
Share knowledge	Generalized Expectations of Behavior, Classroom practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:A3.5
<b>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</b> <b>Competency B1 – Improve Learning</b>					
Demonstrate the motivation to achieve individual potential	Individual Student Counseling, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B1.1
Learn and apply critical-thinking skills	Individual Student Counseling, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B1.2
Apply the study skills necessary for academic success at each level	Individual Student Counseling, 9 <sup>th</sup> Grade classroom presentations, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B1.3
Seek information and support from faculty, staff, family, and peers	Individual Student Counseling, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B1.4
Organize and apply academic information from a variety of sources	Individual Student Counseling, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B1.5
Use knowledge of learning styles to positively influence school performance	Individual Student Counseling, Classroom presentations, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B1.6
Become a self-	Individual	Counselor,	9-12	Throughout	A:B1.7

directed and independent learner	Student Counseling, Classroom presentations, Classroom practices	Faculty & Staff		the School Year	
<b>Competency B2 – Plan to Achieve Goals</b>					
Establish challenging academic goals in high school	Individual Student Counseling, Classroom practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B2.1
Use assessment results in educational planning	Individual Student Counseling, ASVAB, PSAT, Classroom practices	Counselor Career, Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B2.2
Develop and implement annual plan of study to maximize academic ability and achievement	Individual Student Counseling, Classroom presentations	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B2.3
Apply knowledge of aptitudes and interests to goal setting	Individual Student Counseling, Classroom presentations	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B2.4
Use problem-solving and decision-making skills to assess progress toward educational goals	Individual Student Counseling, Classroom presentations	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B2.5
Understand the relationship between classroom performance and success in school	Individual Student Counseling, 8 <sup>th</sup> Grade Scheduling, 9 <sup>th</sup> Grade Orientation, Classroom Practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:B2.6
Identify post-secondary options consistent with interests, achievement,	Individual Student Counseling, Classroom	Counselor, Career Counselor, Faculty &	9-12	Throughout the School Year	A:B2.7

aptitude, and abilities	presentations	Staff			
<b>Standard C – Students will understand the relationship of academics to the world of work and to life as home and in the community.</b>					
<b>Competency C1 – Relate School to Life Experiences</b>					
Demonstrate ability to balance school, studies, extracurricular activities, leisure time and family life	Individual Student Counseling, Classroom presentations	Counselor Career, Counselor, Faculty & Staff	9-12	Throughout the School Year	A:C1.1
Seek co-curricular and community experiences to enhance the school experience	Individual Student Counseling, Classroom presentations	Counselor, Career Counselor, Faculty & Staff	9-12	Throughout the School Year	A:C1.2
Understand the relationship between learning and work	Individual Student Counseling, Classroom presentations, Classroom practices	Counselor, Career Counselor, Faculty & Staff	9-12	Throughout the School Year	A:C1.3
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.	Individual Student Counseling, Classroom presentations, Classroom practices	Counselor, Career Counselor, Faculty & Staff	9-12	Throughout the School Year	A:C1.4
Understand that school success is the preparation to make the transition from student to community member	Individual Student Counseling, Classroom presentations, Classroom practices	Counselor, Career Counselor, Faculty & Staff	9-12	Throughout the School Year	A:C1.5
Understand how school success and academic achievement enhance future career and vocational opportunities	Individual Student Counseling, Classroom presentations, Classroom practices	Counselor, Faculty & Staff	9-12	Throughout the School Year	A:C1.6

**Grades 9 – 12 - Career Awareness & Preparation**

**13.1 Career Awareness and Preparation**

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>CEW STANDARD</b>
Relate careers to individual interests, abilities, & aptitudes.	County Wide 10 <sup>th</sup> Grade Career Fair & Career Focus Magazine, ASVAB Testing, PSAT Testing, Online Interest Inventories, Online Learning Styles Questionnaires, Online Multiple Intelligences Survey, eMentoring Program (Smart Futures)	Career Counselor, Counselor	9 - 11	Throughout the School Year	13.1.11.A
Analyze career options based on personal interests, abilities, aptitudes, achievements & goals.	ASVAB Testing, PSAT Testing, Online Interest Inventories, Online Learning Styles Questionnaires, Online Multiple Intelligences Survey, eMentoring Program (Smart Futures), 11 <sup>th</sup> Grade Career Research Paper	Career Counselor, Counselor, English Teachers	9 - 11	Throughout the School Year	13.1.11.B
Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.	Class room lessons involving: Explore traditional/non-traditional careers, Bright Futures, Careers over the next 10 years, 11 <sup>th</sup> Grade Career Research Paper	Career Counselor, English Teachers	9 – 11	Throughout the School Year	13.1.11.C
Evaluate school-based opportunities for	10 <sup>th</sup> Grade County Wide	Career Counselor,	9 - 12	Throughout the School	13.1.11.D

career awareness/preparation, such as, but not limited to: Career days; career portfolio; community service; cooperative education; graduation/senior project; internship; job shadowing; part-time employment; registered apprenticeship; school-based enterprise	Career Fair & Career Focus Magazine, 11 <sup>th</sup> Grade Career Research Project (research 3 careers, shadowing, presentation, two business letters), Job Shadowing, 12 <sup>th</sup> Grade Community Service Hours, Instruction regarding Course Selection each year, Parent / Student information evening events with available free publications (ie: College Process Night; Financial Aid Night; 8 <sup>th</sup> Grade Scheduling Night; 9 <sup>th</sup> Grade Orientation), Opportunities for internships & part-time employment, Bulletin boards, Daily Announcements & Website information updated regularly	English Teachers, Counselor		Year	
Justify the selection of a career.	Instruction regarding Course Selection each year, POD/Econ Class	Career Counselor, Counselor, Social Studies Teachers	9 - 12	Throughout the School Year	13.1.11.E
Analyze the relationship between career choices & career preparation	Adams County Area College & Career Fair, Post-secondary	Career Counselor, Counselor	9 - 12	Throughout the School Year	13.1.11.F

opportunities, such as, but not limited to: Associate degree; Baccalaureate degree; certificate/licensure; entrepreneurship; immediate part/full time employment; industry training; military training; professional degree; registered apprenticeship; tech prep; vocational rehabilitation centers.	representative visits (Schools & Military), Parent / Student information evening events with available free publications (ie: College Process Night; Financial Aid Night; 8 <sup>th</sup> Grade Scheduling Night; 9 <sup>th</sup> Grade Orientation), Various field trips to post-secondary exploration opportunities (ie: HACC Open House Opportunities; Aviation Career Expo; Construction Career Day; Lenfest Overnight College Visitation Trip)				
Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.	Career Portfolio updated	Career Counselor English Teachers	9 - 11	Yearly	13.1.11.G
Review personal high school plan against current personal career goals & select postsecondary opportunities based upon personal career interests.	Adams County Area College & Career Fair, Post-secondary representative visits (Schools & Military), Various field trips to post-secondary exploration opportunities (ie: HACC Open House Opportunities;	Career Counselor, English Teachers, Counselor	9 - 11	Yearly	13.1.11.H



	Aviation Career Expo; Construction Career Day; Lenfest Overnight College Visitation Trip), Career Portfolio updated				
<b>13.2 Career Acquisition (Getting a Job)</b>					
Apply effective speaking & listening skills used in a job interview.	Mock Interview, Employability Skills (listening, sending, non-verbals)	Career Counselor, Teachers	9 - 11	Throughout the year	13.2.11.A
Apply research skills in searching for a job. CareerLinks; Internet (i.e. O-NET); Networking; Newspapers; Professional associations; Resource books (that is <i>Occupational Outlook Handbook, PA Career Guide</i> )	Career classroom lessons, 11 <sup>th</sup> Grade Career Research Project	Career Counselor, English Teachers	9 - 11	Yearly	13.2.11.B
Develop & assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application; letter of appreciation following an interview; letter of introduction; postsecondary education/training applications; request for letter of recommendation; resume	Career Portfolio – updated yearly, Job Shadowing, Letters of introduction & thank you letters (11 <sup>th</sup> grade), Resume completed in Personal Finance Class	Career Counselor, English Teachers, Personal Finance Teachers	9 - 12	Yearly	13.2.11.C
Analyze, revise, & apply an individualized career portfolio to chosen	Career Portfolio – updated yearly	Career Counselor	9 – 12	Yearly	13.2.11.D

career path.					
Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment; communication; dependability; health/safety laws & regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards, OSHA, Material Safety Data Sheets); personal initiative; self-advocacy; scheduling/time management; team building; technical literacy; technology	Classroom lessons	Career Counselor, Counselor, Teachers	9 – 12	Throughout the school year	13.2.11.E
<b>13.3 Career Retention &amp; Advancement</b>					
Evaluate personal attitudes & work habits that support career retention & advancement.	Classroom Career lessons	Career Counselor, Counselor, Teachers	9 – 12	Throughout the school year	13.3.11.A
Evaluate team member roles to describe & illustrate active listening techniques: clarifying; encouraging; reflecting; restating; summarizing.	Classrooms	Career Counselor, Counselor, Teachers	9 – 12	Throughout the school year	13.3.11.B
Evaluate conflict resolution skills as they relate to the workplace: constructive criticism; group dynamics; managing/leadership;	eMentoring Program (10 <sup>th</sup> grade), Classroom Expectations, SWBPIS	Career Counselor, Teachers	9 – 12	Throughout the school year	13.3.11.C

mediation; negotiation; problem solving.					
Develop a personal budget based on career choice, such as, but not limited to: charitable contributions; fixed/variable expenses; gross pay; net pay; other income; savings; taxes.	Personal Finance Class, Budget Your Life program	Personal Finance Teachers	12	Senior Year	13.3.11.D
Evaluate time management strategies & their application to both personal & work situations.	Classroom Expectations, Individual Counseling available to all students	High School Teachers, Career Counselor, Counselor	9 – 12	Throughout the school year	13.3.11.E
Evaluate strategies for career retention & advancement in response to the changing global workplace.	Personal Finance Class, Social Studies Classes	Personal Finance Teachers, Social Studies Teachers	9 – 12	Throughout the school year	13.3.11.F
Evaluate the impact of lifelong learning on career retention & advancement.	Career Classroom Lessons, Outside Presenters in classrooms	Career Counselor, English Teachers	9 – 11	Throughout the school year	13.3.11.G
<b>13.4. Entrepreneurship</b>					
Analyze entrepreneurship as it relates to personal career goals & corporate opportunities.	Business Classes	Business Education Teachers	10 – 12	Throughout the School year	13.4.11.A
Analyze entrepreneurship as it relations to personal character traits.	Classroom Presentations, ASVAB	Counselor	10 – 12	Throughout the School year	13.4.11.B
Develop a business plan for an entrepreneurial concept of personal interest & identify available resources,	Business Classes	Business Education Teachers	10 – 12	Throughout the School year	13.4.11.C

such as, but not limited to: Community Based Organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers); Financial institutions; School-based career centers; Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers); Venture capital					
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### **Grades 9 – 12 - Personal / Social Standards**

**Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**

#### **Competency A1 – Acquire Self-Knowledge**

<b>ACTION STEP</b>	<b>DELIVERY METHOD</b>	<b>PERSONNEL</b>	<b>TARGET GROUP</b>	<b>TIMELINE</b>	<b>ASCA Personal / Social STANDARD</b>
Develop positive attitudes towards self as a unique and worthy person	Individual Student Counseling, Classroom Presentations, 8 <sup>th</sup> Grade Scheduling, 9 <sup>th</sup> Grade Orientation	Counselor, Faculty & Staff	9 - 12	Throughout the School Year	PS:A1.1
Identify values, attitudes and beliefs	Individual Student Counseling, Classroom Presentations	Counselor, Faculty & Staff	9-12	Throughout the School Year	PS:A1.2

Learn the goal setting process	Individual Student Counseling, Classroom Presentations, Course Selection Events	Counselor	9-12	Throughout the School Year	PS:A1.3
Understand change is part of growth	Individual Student Counseling, Classroom Presentations	Counselor	9-12	Throughout the School Year	PS:A1.4
Recognize personal boundaries, rights and privacy	Individual Student Counseling, Classroom presentations	Counselor	9-12	Throughout the School Year	PS:A1.7
Understand the need for self-control and how to practice it	Individual Student Counseling	Counselor	9-12	Throughout the School Year	PS:A1.8
Identify personal strengths and assets	Individual Student Counseling, Classroom Presentations	Counselor, Faculty & Staff	9-12	Throughout the School Year	PS:A1.10
Identify and discuss changing personal and social roles	8 <sup>th</sup> Grade Scheduling, 9 <sup>th</sup> Grade Orientation, Classroom presentations	Counselor	9-12	Throughout the School Year	PS:A1.11
Identify and recognize changing family roles	Individual Student Counseling, 9 <sup>th</sup> Grade, Social Studies Class	Counselor, Social Studies Teachers	9-12	Throughout the School Year	PS:A1.12
<b>PS:A2 – Acquire Interpersonal Skills</b>					
Recognize that everyone has rights and responsibilities	SWPBIS	Faculty & Staff	9-12	Throughout the School Year	PS:A2.1
Respect alternative points of view	SWPBIS	Faculty & Staff	9-12	Throughout the School Year	PS:A2.2

Recognize, accept, respect and appreciate individual differences	SWPBIS	Faculty & Staff	9-12	Throughout the School Year	PS:A2.3
Recognize, accept and appreciate ethnic and cultural diversity	SWPBIS	Faculty & Staff	9-12	Throughout the School Year	PS:A2.4
Recognize and respect differences in various family configurations	SWPBIS	Faculty & Staff	9-12	Throughout the School Year	PS:A2.5
Use effective communications skills	SWPBIS	Faculty & Staff	9-12	Throughout the School Year	PS:A2.6
Know that communication involves speaking, listening, and nonverbal behavior	Individual Student Counseling, 9 <sup>th</sup> Grade Classroom Lesson	Counselor	9-12	Throughout the School Year	PS:A2.7
<b>PS:B1 – Self-knowledge Application</b>					
Use a decision-making and problem-solving model	Course Selection Events, Classroom Presentations, Individual Student Counseling	Counselor	9-12	Throughout the School Year	PS:B1.1
Understand consequences of decisions and choices	Individual Student Counseling, Course Selection Events	Counselor, High School Staff	9-12	Throughout the School Year	PS:B1.2
Identify alternative solutions to a problem	Individual Student Counseling, Classroom Presentations	Counselor	9-12	Throughout the School Year	PS:B1.3
Develop effective coping skills for dealing with problems	Individual Student Counseling	Counselor	9-12	Throughout the School Year	PS:B1.4
Demonstrate	Classroom	Counselor	9-12	Throughout	PS:B1.5

when, where, and how to seek help for solving problems and making decisions	Presentations, Course Selection Events	High School Staff		the School Year	
Demonstrate a respect and appreciation for individual and cultural differences	SWPBIS	Faculty & Staff	9-12	Throughout the School Year	PS:B1.7
Know when peer pressure is influencing a decision	Course Selection Events, Classroom Presentations	Counselor	9-12	Throughout the School Year	PS:B1.8
Identify long- and short-term goals	Classroom Presentations, Course Selection Events, Individual Counseling	Counselor	9-12	Throughout the School Year	PS:B1.9
Identify alternative ways of achieving goals	Course Selection Events, Classroom Presentations, Individual Counseling	Counselor	9-12	Throughout the School Year	PS:B1.10
Develop an action plan to set and achieve realistic goals	Individual Student Counseling, Classroom Presentations, Course Selection Events	Counselor	9-12	Throughout the School Year	PS:B1.12
<b>PS:C1 – Acquire Personal Safety Skills</b>					
Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	Classroom Presentations, Career Portfolios, Resume Writing	Counselor, Faculty	9-12	Throughout the School Year	PS:C1.1
Learn about the relationship between rules, laws, safety and	SWBPIS	Faculty & Staff	9-12	Throughout the School Year	PS:C1.2

the protection of rights of the individual					
Demonstrate the ability to set boundaries, rights and personal privacy	Individual Student Counseling	Counselor	9-12	Throughout the School Year	PS:C1.4
Differentiate between situations requiring peer support and situations requiring adult professional help	Classroom Presentations, Individual Student Counseling	Counselor	9-12	Throughout the School Year	PS:C1.5
Identify resource people in the school and community, and know how to seek their help	Course Selection Events, Classroom Presentations, Individual Student Counseling	Counselor	9-12	Throughout the School Year	PS:C1.6
Apply effective problem-solving and decision-making skills to make safe and healthy choices	Individual Student Counseling, Classroom Presentations	Counselor	9-12	Throughout the School Year	PS:C1.7
Learn about the emotional and physical dangers of substance use and abuse	Classroom Presentations	Faculty (Health Teachers)	9 & 11	Once a year	PS:C1.8
Learn techniques for managing stress and conflict	Individual Student Counseling	Counselor	9-12	Throughout the School Year	PS:C1.10
Learn coping skills for managing life events	Individual Student Counseling, Classroom Presentations	Counselor	9-12	Throughout the School Year	PS:C1.11



## CHAPTER 339 – CEW STANDARDS

### Grades K-3

ACTION STEP	DELIVERY METHOD	PERSONNEL	TARGET GROUP	TIMELINE	CEW STANDARD
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#### 13.1.3 Career Awareness and Preparation

Recognize that individuals have unique interests.	Classroom Guidance	Counselor	K-3	September, April	13.1.3.A
Identify current personal interests.	Classroom Guidance, Career Portfolios	Counselor	K-3	September, April	13.3.3.B
Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.	Elementary Social Studies and English Language Arts Curriculum	Classroom Teachers	K-3	School Year	13.1.3.C
Identify the range of jobs available in the community.	Classroom Guidance, Junior Achievement	Counselor, Community Members, Teachers	K-3	Spring	13.1.3.D
Describe the work done by school personnel and other individuals in the community.	Classroom Guidance, Junior Achievement	Counselor, Community Members, Teachers	K-3	September, Spring	13.1.3.E
Explore how people prepare for careers.	Junior Achievement	Counselor, Community Members, Teachers	K-3	Spring	13.1.3.F
Explain why education and training plans are important to careers.	Elementary Social Studies Curriculum	Classroom Teachers	K-3	School Year	13.1.3.G
Explain how workers in their careers use what is learned in the classroom.	Junior Achievement	Counselor, Community Members,	K-3	Spring	13.1.3.H

**13.2.3 Career Acquisition**

Identify appropriate speaking and listening techniques used in conversation.	Classroom Guidance	Counselor	K-3	October, January, February, March	13.2.3.A
Discuss resources available in researching job opportunities.	Classroom Guidance	Counselor	K-3	April, May	13.2.3.B
Compose a personal letter.	Elementary English Language Arts Curriculum	Classroom Teachers	K-3	School Year	13.2.3.C
Identify the importance of developing a plan for the future. (Goal Setting)	Classroom Guidance	Counselor	K-3	April, May	13.2.3.D
Discuss the importance of the essential workplace skills, such as, but not limited to: <ul style="list-style-type: none"> <li>• Dependability</li> <li>• Health/safety</li> <li>• Team building</li> <li>• Technology</li> </ul>	Classroom Guidance	Counselor	K-3	January, February	13.2.3.E

**13.3.3 Career Retention and Advancement**

Identify attitudes and work habits that contribute to success at home and school.	Classroom Guidance	Counselor	K-3	March, April	13.3.3.A
Identify how to cooperate at both home and school.	Classroom Guidance	Counselor	K-3	January, February	13.3.3.B
Explain effective group interaction terms, such as but not limited to: Compliment, Cooperate, Encourage, Participate	Classroom Guidance	Counselor	K-3	January, February	13.3.3.C
Explain how money is used.	Elementary Math Curriculum	Classroom Teachers	K-3	School Year	13.3.3.D
Discuss how time is	Classroom	Counselor	K-3	January-	13.3.3.E

used at both home and school.	Guidance			March	
Identify the changes in family and friend's roles at home, at school, and in the community.	Elementary Social Studies Curriculum	Classroom Teachers	K-3	School Year	13.3.3.F
Define and describe the importance of lifelong learning.	Classroom Guidance	Counselor	K-3	February	13.3.3.G

### 13.4.3 Entrepreneurship

Define entrepreneurship.	Classroom Guidance	Counselor	K-3	April	13.4.3.A
Describe the character traits of successful entrepreneurs.	Classroom Guidance	Counselor	K-3	May	13.4.3.B
Describe age-appropriate entrepreneurial opportunities.	Classroom Guidance	Counselor	K-3	April	13.4.3.C

## Grades 4-5

### 13.1.5 Career Awareness and Preparation

Describe the impact of individual interests and abilities on career choices.	Classroom Guidance	Counselor	4, 5	April, May	13.1.5.A
Describe the impact of personal interest and abilities on career choices.	Classroom Guidance	Counselor	4, 5	April, May	13.1.5.B
Relate the impact of change to both traditional and nontraditional careers.	Elementary Social Studies Curriculum	Classroom Teachers	4	School Year	13.1.5.C
Describe the range of career training programs in the community.	Presentation by Tech Prep	Counselor, Career Counselor	4, 5	May	13.1.5.D

Describe the factors that influence career choices.	Classroom Guidance	Counselor	5	Spring	13.1.5.E
Investigate people's rationale for making career choices.	Classroom Guidance	Counselor	5	Spring	13.1.5.F
Identify components of a career plan.	Classroom Guidance	Counselor	4, 5	April, May	13.1.5.G
Connect personal interests and abilities and academic strengths to personal career options.	Classroom Guidance	Counselor	4, 5	April, May	13.1.5.H

### 13.2.5 Career Acquisition

Apply appropriate speaking and listening techniques used in conversation.	Classroom Guidance	Counselor	4	October, January, February, March	13.2.5.A
Identify and review resources available in researching job opportunities.	Classroom Guidance	Counselor	4, 5	April, May	13.2.5.B
Compose and compare a business and personal letter.	Elementary English Language Arts	Classroom Teachers	4	School Year	13.2.5.C
Identify individualized career portfolio components.	Classroom Guidance, Career Portfolios	Counselor	4, 5	April	13.2.5.D
Apply essential workplace skills, to daily activities.	Classroom Guidance	Counselor	4, 5	All Year	13.2.5.E

### 13.3.5 Career Retention and Advancement

Explain how student attitudes and work habits transfer from the home and school to the workplace.	Classroom Guidance	Counselor	5	Spring	13.3.5.A
Explain the importance of working	Classroom Guidance	Counselor	4, 5	January, February	13.3.5.B

cooperatively with others at both home and school to complete a task.					
Identify effective group interaction strategies.	Classroom Guidance	Counselor	4	January, February, May	13.3.5.C
Explain budgeting.	Elementary and Middle School Math Curriculum	Classroom Teachers	4, 5	School Year	13.3.5.D
Develop a personal schedule based on activities and responsibilities at both home and school.	Classroom Guidance	Counselor	4	January-March	13.3.5.E
Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention.	Elementary Social Studies Curriculum	Counselor	4	School Year	13.3.5.F
Describe how personal interests and abilities impact lifelong learning.	Classroom Guidance	Counselor	4	All Year	13.3.5.G

### 13.4.5 Entrepreneurship

Identify the risks and rewards of entrepreneurship.	Middle School Social Studies Curriculum	Classroom Teachers	5	School Year	13.4.5.A
Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.	Middle School Social Studies Curriculum	Classroom Teachers	5	School Year	13.4.5.B
Discuss the steps entrepreneurs take to bring their goods or services to market.	Middle School Social Studies Curriculum	Classroom Teachers	5	School Year	13.4.5.C

**Grades 6 - 8****13.1 Career Awareness and Preparation**

Relate careers to individual interests, abilities, and aptitudes.	Classroom Guidance	Counselor	6-8	Winter/Spring	13.1.8.A
Relate careers to personal interests, abilities and aptitudes.	Classroom Guidance	Counselor	6-8	Winter/Spring	13.1.8.B
Explain how both traditional and nontraditional careers offer or hinder career opportunities.	Classroom Guidance, PHEAA Career activity resources, Holland Personality Type profiler, <a href="http://www.pacareerzone.org">www.pacareerzone.org</a> , <a href="http://www.bls.gov/k12">www.bls.gov/k12</a> , Education Planner website for interest/skill/learning style profiler and career exploration activity, Career Portfolios, Tech Prep presentation, HACC field trip	Counselor	8	Winter/Spring	13.1.8.C
Explain the relationship of career training programs to employment opportunities.	Classroom Guidance	Counselor	7-8	Winter/Spring	13.1.8.D
Analyze the economic factors that impact employment opportunities.	Classroom Guidance	6 <sup>th</sup> grade Social Studies	6-8	Winter/Spring	13.1.8.E
Analyze the	Classroom	Counselor	8	Winter/Spring	13.1.8.F

relationship of school subjects, extracurricular activities, and community experiences to career preparation.	Guidance				
Create an individualized career plan.	Presentation	HS Counselor	8	Spring	13.1.8.G
Choose personal electives and extracurricular activities based upon personal career interests, abilities and academic strengths.	Presentation	HS Counselor	8	Spring	13.1.8.H

### 13.2 Career Acquisition

Identify effective speaking and listening skills used in a job interview.	ELA Curriculum	Teachers	6-8		13.2.8.A
Evaluate resources available in researching job opportunities.	Classroom Guidance	Counselor	7-8	Winter/Spring	13.2.8.B
Prepare a draft of career acquisition documents.	Classroom Guidance	Counselor	8	Winter/Spring	13.2.8.C
Develop an individualized career portfolio.	Classroom Guidance	Counselor	6-8	Winter/Spring	13.2.8.D
Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge.	Classroom Guidance	Counselor	6-8	All Year	13.2.8.E

**13.3 Career Retention and Advancement**

Determine attitudes and work habits that support career retention and advancement.	Classroom Guidance	Counselor	6-8	All Year	13.3.8.A
Analyze the role of each participant's contribution in a team setting.	Classroom Guidance	Counselor	6-8	All Year	13.3.8.B
Explain and demonstrate conflict resolution skills.	Classroom Guidance	Counselor	6-8	All Year	13.3.8.C
Analyze budgets and pay statements.	Classroom Guidance	Counselor	7	Winter/Spring	13.3.8.D
Identify and apply time management strategies as they relate to both personal and work situations.	Classroom Guidance	Counselor	6-8	Winter/Spring	13.3.8.E
Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment.	Classroom Guidance	Counselor	8	Winter/Spring	13.3.8.F
Identify formal and informal lifelong learning opportunities that support career retention and advancement.	Classroom Guidance	Counselor/Teachers	8	Winter/Spring	13.3.8.G



### 13.4 Entrepreneurship

Compare and contrast entrepreneurship to traditional employment.	Classroom Guidance	Counselor	7-8		13.4.8.A
Evaluate how entrepreneurial character traits influence career opportunities.	Classroom Guidance	Counselor	7-8		13.4.8.B
Identify and describe the basic components of a business plan.	Classroom Guidance	Counselor	7-8		13.4.8.C

### High School (Grades 9 – 12)

#### 13.1 Career Awareness and Preparation

ACTION STEP	DELIVERY METHOD	PERSONNEL	TARGET GROUP	TIMELINE	CEW STANDARD
Relate careers to individual interests, abilities, & aptitudes.	County Wide 10 <sup>th</sup> Grade Career Fair & Career Focus Magazine, ASVAB Testing, PSAT Testing, Online Interest Inventories, Online Learning Styles Questionnaires, Online Multiple Intelligences Survey, eMentoring Program (Smart Futures)	Career Counselor, Counselor	9 - 11	Throughout the School Year	13.1.11.A
Analyze career options based on personal interests, abilities, aptitudes, achievements & goals.	ASVAB Testing, PSAT Testing, Online Interest Inventories, Online Learning Styles	Career Counselor, Counselor, English Teachers	9 - 11	Throughout the School Year	13.1.11.B

	Questionnaires, Online Multiple Intelligences Survey, eMentoring Program (Smart Futures), 11 <sup>th</sup> Grade Career Research Paper				
Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.	Class room lessons involving: Explore traditional/non-traditional careers, Bright Futures, Careers over the next 10 years, 11 <sup>th</sup> Grade Career Research Paper	Career Counselor, English Teachers	9 – 11	Throughout the School Year	13.1.11.C
Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: Career days; career portfolio; community service; cooperative education; graduation/senior project; internship; job shadowing; part-time employment; registered apprenticeship; school-based enterprise	10 <sup>th</sup> Grade County Wide Career Fair & Career Focus Magazine, 11 <sup>th</sup> Grade Career Research Project (research 3 careers, shadowing, presentation, two business letters), Job Shadowing, 12 <sup>th</sup> Grade Community Service Hours, Instruction regarding Course Selection each year, Parent / Student information	Career Counselor, English Teachers, Counselor	9 - 12	Throughout the School Year	13.1.11.D

	evening events with available free publications (ie: College Process Night; Financial Aid Night; 8 <sup>th</sup> Grade Scheduling Night; 9 <sup>th</sup> Grade Orientation), Opportunities for internships & part-time employment, Bulletin boards, Daily Announcements & Website information updated regularly				
Justify the selection of a career.	Instruction regarding Course Selection each year, POD/Econ Class	Career Counselor, Counselor, Social Studies Teachers	9 - 12	Throughout the School Year	13.1.11.E
Analyze the relationship between career choices & career preparation opportunities, such as, but not limited to: Associate degree; Baccalaureate degree; certificate/licensure; entrepreneurship; immediate part/full time employment; industry training; military training; professional degree; registered apprenticeship; tech prep; vocational rehabilitation centers.	Adams County Area College & Career Fair, Post-secondary representative visits (Schools & Military), Parent / Student information evening events with available free publications (ie: College Process Night; Financial Aid Night; 8 <sup>th</sup> Grade Scheduling Night; 9 <sup>th</sup> Grade Orientation),	Career Counselor, Counselor	9 - 12	Throughout the School Year	13.1.11.F

	Various field trips to post-secondary exploration opportunities (ie: HACC Open House Opportunities; Aviation Career Expo; Construction Career Day; Lenfest Overnight College Visitation Trip)				
Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.	Career Portfolio updated	Career Counselor, English Teachers	9 - 11	Yearly	13.1.11.G
Review personal high school plan against current personal career goals & select postsecondary opportunities based upon personal career interests.	Adams County Area College & Career Fair, Post-secondary representative visits (Schools & Military), Various field trips to post-secondary exploration opportunities (ie: HACC Open House Opportunities; Aviation Career Expo; Construction Career Day; Lenfest Overnight College	Career Counselor, English Teachers, Counselor	9 - 11	Yearly	13.1.11.H

	Visitation Trip), Career Portfolio updated				
<b>13.2 Career Acquisition (Getting a Job)</b>					
Apply effective speaking & listening skills used in a job interview.	Mock Interview, Employability Skills (listening, sending, non-verbals)	Career Counselor, Teachers	9 - 11	Throughout the year	13.2.11.A
Apply research skills in searching for a job. CareerLinks; Internet (i.e. O-NET); Networking; Newspapers; Professional associations; Resource books (that is <i>Occupational Outlook Handbook</i> , <i>PA Career Guide</i> )	Career classroom lessons, 11 <sup>th</sup> Grade Career Research Project	Career Counselor, English Teachers	9 - 11	Yearly	13.2.11.B
Develop & assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application; letter of appreciation following an interview; letter of introduction; postsecondary education/training applications; request for letter of recommendation; resume	Career Portfolio – updated yearly, Job Shadowing, Letters of introduction & thank you letters (11 <sup>th</sup> grade), Resume completed in Personal Finance Class	Career Counselor, English Teachers, Personal Finance Teachers	9 - 12	Yearly	13.2.11.C
Analyze, revise, & apply an individualized career portfolio to chosen career path.	Career Portfolio – updated yearly	Career Counselor	9 – 12	Yearly	13.2.11.D

Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment; communication; dependability; health/safety laws & regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards, OSHA, Material Safety Data Sheets); personal initiative; self-advocacy; scheduling/time management; team building; technical literacy; technology	Classroom lessons	Career Counselor, Counselor, Teachers	9 – 12	Throughout the school year	13.2.11.E
<b>13.3 Career Retention &amp; Advancement</b>					
Evaluate personal attitudes & work habits that support career retention & advancement.	Classroom Career lessons	Career Counselor, Counselor, Teachers	9 – 12	Throughout the school year	13.3.11.A
Evaluate team member roles to describe & illustrate active listening techniques: clarifying; encouraging; reflecting; restating; summarizing.	Classrooms	Career Counselor, Counselor, Teachers	9 – 12	Throughout the school year	13.3.11.B
Evaluate conflict resolution skills as they relate to the	eMentoring Program (10 <sup>th</sup> grade),	Career Counselor, Teachers	9 – 12	Throughout the school year	13.3.11.C

workplace: constructive criticism; group dynamics; managing/leadership; mediation; negotiation; problem solving.	Classroom Expectations, SWBPIS				
Develop a personal budget based on career choice, such as, but not limited to: charitable contributions; fixed/variable expenses; gross pay; net pay; other income; savings; taxes.	Personal Finance Class, Budget Your Life program	Personal Finance Teachers	12	Senior Year	13.3.11.D
Evaluate time management strategies & their application to both personal & work situations.	Classroom Expectations, Individual Counseling available to all students	High School Teachers, Career Counselor, Counselor	9 – 12	Throughout the school year	13.3.11.E
Evaluate strategies for career retention & advancement in response to the changing global workplace.	Personal Finance Class, Social Studies Classes	Personal Finance Teachers, Social Studies Teachers	9 – 12	Throughout the school year	13.3.11.F
Evaluate the impact of lifelong learning on career retention & advancement.	Career Classroom Lessons, Outside Presenters in classrooms	Career Counselor, English Teachers	9 – 11	Throughout the school year	13.3.11.G
<b>13.4. Entrepreneurship</b>					
Analyze entrepreneurship as it relates to personal career goals & corporate	Business Classes	Business Education Teachers	10 – 12	Throughout the School year	13.4.11.A

opportunities.					
Analyze entrepreneurship as it relates to personal character traits.	Classroom Presentations, ASVAB	Counselor	10 – 12	Throughout the School year	13.4.11.B
Develop a business plan for an entrepreneurial concept of personal interest & identify available resources, such as, but not limited to: Community Based Organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers); Financial institutions; School-based career centers; Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers); Venture capital	Business Classes	Business Education Teachers	10 – 12	Throughout the School year	13.4.11.C



## 10. Organizing Career / Post-Secondary Resources

### Fairfield Area School District Career Resources

<u>Resource Types / Organizations / Agencies</u>	<u>List Resources</u>
<u>Intermediary Organizations</u>	Junior Achievement Adams County Economic Education Foundation
Umbrella Organizations	Gettysburg-Adams Chamber of Commerce Rotary Club Builders Association of Adams County
Community/State Agencies	PA CareerLink United Way of America Harrisburg Area Community College
<u>Networking Opportunities</u> Individual Contacts	Local Business Partnerships Post-Secondary Representatives Military Representatives
Community/Business Meetings	Gettysburg-Adams Chamber of Commerce Rotary Club DDE-Senior Self Improvement Committee Job Shadowing Contacts Adams County Tech Prep Consortium Adams County School Counselor Association
Community Events	Adams County Area College & Career Fair Career Café- 4 <sup>th</sup> Grade Adams County-wide 10 <sup>th</sup> Grade Career Fair

	Lincoln Fellowship- Breakfast with Abe event Young Women's/Young Men's Leadership Conference
<u>Online/Onland</u> Internet Based Links	Vaview.vt.edu Paws in Jobland Careercruising.com Pacareer-standards.com School website- Counseling Pacareerzone.org Onetonline.org Educationplanner.org Collegeboard.org Fastweb.com Finaid.org Fafsa.gov Pheaa.org Mynextmove.org Challenge for Your Future
Media/Advertising	School website Mailings Posters
Publications/Documents	"Next" Magazine "Career Focus" Tabs- 10 <sup>th</sup> Grade School Career Portfolios

## **11. Individualized Academic / Career Plan**

The Fairfield Area School District Individual and Career plan is a K-12 plan for each student. Beginning in the 1<sup>st</sup> grade the Career Portfolios are begun and a formal Career Portfolio folder is given to each student beginning in the 5<sup>th</sup> grade. Grade level questionnaires are used and added to the Career Portfolios. High School students complete a Learning Styles Questionnaire, Year of Graduation Questionnaires, and Activity Sheets and Career Checklist information. The students complete an Interest Profiler assessing their interest in terms of the Holland Codes: Realistic, Conventional, Enterprising, Artist, Social and Investigative. From the information gained through the Interest Profiler, the students complete a career search, researching at least three occupations. Students are also given information on study skills and time management, Career Clusters Inventory and a Multiple Intelligences Questionnaire.

## **Fairfield Elementary School**

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# **Career Portfolio**

# Grade 1

**Teacher Name:**

**Date:**

**When I grow up I want to be** \_\_\_\_\_

**When I'm not in school I like to play** \_\_\_\_\_

**Things I like to do during recess** \_\_\_\_\_

**New hobbies I would like to try** \_\_\_\_\_

**New things I learned in First Grade** \_\_\_\_\_

**New hobbies I tried this year** \_\_\_\_\_

**The subject I did best in this year** \_\_\_\_\_

**The subject I want to do better in next year** \_\_\_\_\_

**Books I read this year** \_\_\_\_\_

## Grade 2

**Teacher Name:**

**Date:**

**When I grow up I want to be** \_\_\_\_\_

**When I'm not in school I like to** \_\_\_\_\_

**Things I like to do during recess** \_\_\_\_\_

**New hobbies I would like to try** \_\_\_\_\_

**New things I learned in Second Grade** \_\_\_\_\_

**New hobbies I tried this year** \_\_\_\_\_

**The subject I did best in this year** \_\_\_\_\_

**The subject I want to do better in next year** \_\_\_\_\_

**Books I read this year** \_\_\_\_\_

**The person I admire most** \_\_\_\_\_ **because**

\_\_\_\_\_

## Grade 3

**Teacher Name:**

**Date:**

**When I grow up I want to be** \_\_\_\_\_

**In my spare time, I like to** \_\_\_\_\_

**I am involved in the following activities or clubs** \_\_\_\_\_

\_\_\_\_\_

**New activities I would like to try** \_\_\_\_\_

**New things I learned in Third Grade** \_\_\_\_\_

**New activities I tried this year** \_\_\_\_\_

**The subject I did best in this year** \_\_\_\_\_

**The subject I want to do better in next year** \_\_\_\_\_

**Some of my special talents are** \_\_\_\_\_

**Books I read this year** \_\_\_\_\_

## Grade 4

**Teacher Name:**

**Date:**

**My goal for this school year** \_\_\_\_\_

**In my spare time, I like to** \_\_\_\_\_

**I am participate in the following activities or clubs** \_\_\_\_\_

\_\_\_\_\_

**New activities I would like to try** \_\_\_\_\_

**The career I think I would like to have as an adult**

\_\_\_\_\_

**Goals I've reached this year** \_\_\_\_\_

**New activities I tried this year** \_\_\_\_\_

**My strongest subject in school is** \_\_\_\_\_

**Areas I would like to improve** \_\_\_\_\_

**Some of my special talents are** \_\_\_\_\_

**Books I read this year** \_\_\_\_\_

**The person I admire most** \_\_\_\_\_ **because**

\_\_\_\_\_



# **5<sup>TH</sup> GRADE CAREER EXPLORATION**

**Name:**

**Date:**

**My goal for this school year:**

**Career I think I would like to have as an adult:**

**Other careers I'm interested in but would like to learn more:**

**I am considering the following options after high school:** (check all options you are considering)

☐ Community College

☐ 4- year Private College

☐ Business/Trade/Technical School

☐ Apprenticeship

☐ Military

☐ Job Market

☐ Nursing School

☐ Other

☐ 4- year Public College

**In my spare time I like to:**

**Extra curricular activities and clubs:**

**Community service/volunteer and/or work experiences:**

**My special talents are:**

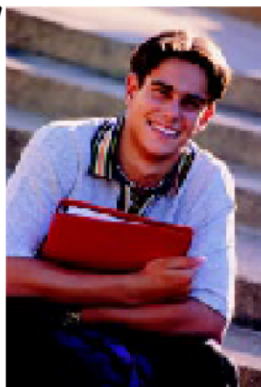
**Favorite subject this year:**

**Areas I would like to improve in:**

- 1 Use & follow an agenda!



- 2 Write down everything you need to do in your agenda book or planner.



- 3 Complete the most important activities first.



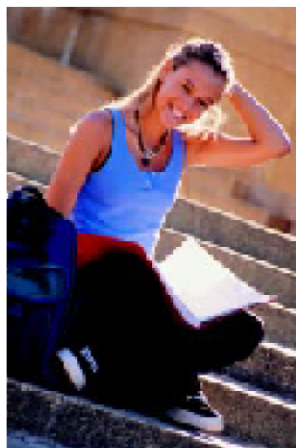
- 4 Get organized!  
Have your notes, books, pencils, papers, assignments, etc. ready to use!



- 5 Plan for unexpected interruptions!



Plan a study time around other activities such as sports, practices, and clubs.



- 7 Don't wait until the last minute!  
Do assignments on time.



Stick to your agenda book!



1

**WRITE IT DOWN**

Write all of your homework down in one place. Write that place here: \_\_\_\_\_



2

**PICK A TIME**

Start your homework at the same time each day. Write that time here: \_\_\_\_\_

**PICK A PLACE**

Do your homework at the same place each day. A good place for homework is:

Comfortable      Organized  
Good lighting      Quiet  
& has all of your homework supplies.

Write your homework spot here: \_\_\_\_\_

**HINTS**

4

**NEAT & COMPLETE**

- Turn in papers that are clean and wrinkle free.
- Write neatly.
- Avoid doodling or any stray marks on your homework.
- Check over your work.



5

**MARK IT UP**

Place a mark in pencil next to any homework areas where you need help. Try to meet with your teacher before class to ask questions.



3

**NEED WORK**

6

**PACK IT UP!**

When it's done put your homework in the folder or notebook you know that you will be taking to class the next day. Leaving it lying around increases your chances that you will forget or lose your work.

# STUDY SESSION

## PLACE

- Quiet, comfortable, good lighting
- Put all of the stuff you need in your study place **before** you begin, like textbooks, notebooks, pencils, paper, etc.

## BREAK

Take a 10 minute break for every 50 minutes of study time.

## Do's & Don'ts

- Don't study with your best friend. Study with an acquaintance instead and get more done in 1/2 the time.
- Don't cram! Plan your study time.
- Do stay organized. Spend time studying not trying to find what you are supposed to study!

## TIME

- Be awake, relaxed, & NOT hungry!
- Review your notes 10 minutes per day for each class.

**Reason:** Research has shown that you are likely to forget 50%-80% of new material if you do not review it within 24 hours.

## Time Out

Take a mini time out when you are studying and try to remember what you have just reviewed.



## Celebrate

\*Reward yourself on your 10 minute breaks with a favorite snack, a short phone call, listening to a favorite song, or a brief walk outside.



# IF LIFE'S A GAME: PLAY IT WELL.






## BIG-GAME BASICS

Tune in to see the life of \_\_\_\_\_ reach the  
(your name)  
ultimate goal of becoming a (an) \_\_\_\_\_.  
(a career goal)



How long will it take you to reach your goal?

When can you start working toward your goal?

What kind of hurdles could you face while reaching your goal?



Who can support you and help you overcome any obstacles in your way?



List 3 things you would need to do to reach your goal.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



What can you do now to start working toward your career goal?

What is your game plan?





What will you be able to do when you reach this goal?

How will you feel about yourself when you reach your goal?



## Career Clusters Interest Survey

Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<b>BOX 1</b>	<b>Activities that describe what I like to do:</b> 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	<b>Personal qualities that describe me:</b> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	<b>School subjects that I like:</b> 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	<b>Total number circled in Box 1</b>  <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>

<b>BOX 2</b>	<b>Activities that describe what I like to do:</b> 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	<b>Personal qualities that describe me:</b> 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	<b>School subjects that I like:</b> 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	<b>Total number circled in Box 2</b>  <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>

<b>BOX 3</b>	<b>Activities that describe what I like to do:</b> 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	<b>Personal qualities that describe me:</b> 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	<b>School subjects that I like:</b> 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	<b>Total number circled in Box 3</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

**Note:** This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

<b>BOX 4</b>	<b>Activities that describe what I like to do:</b> 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	<b>Personal qualities that describe me:</b> 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	<b>School subjects that I like:</b> 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	<b>Total number circled in Box 4</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>

<b>BOX 5</b>	<b>Activities that describe what I like to do:</b> 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	<b>Personal qualities that describe me:</b> 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	<b>School subjects that I like:</b> 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	<b>Total number circled in Box 5</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>

<b>BOX 6</b>	<b>Activities that describe what I like to do:</b> 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	<b>Personal qualities that describe me:</b> 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	<b>School subjects that I like:</b> 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	<b>Total number circled in Box 6</b> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 10px auto;"></div>

<b>BOX 7</b>	<b>Activities that describe what I like to do:</b> 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	<b>Personal qualities that describe me:</b> 1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver	<b>School subjects that I like:</b> 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	<b>Total number circled in Box 7</b> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 10px auto;"></div>












<b>BOX 8</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work under pressure.</li> <li>2. Help sick people and animals.</li> <li>3. Make decisions based on logic and information.</li> <li>4. Participate in health and science classes.</li> <li>5. Respond quickly and calmly in emergencies.</li> <li>6. Work as a member of a team.</li> <li>7. Follow guidelines precisely and meet strict standards of accuracy.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Compassionate and caring</li> <li>2. Good at following directions</li> <li>3. Conscientious and careful</li> <li>4. Patient</li> <li>5. Good listener</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Biological Sciences</li> <li>2. Chemistry</li> <li>3. Math</li> <li>4. Occupational Health classes</li> <li>5. Language Arts</li> </ol>	<b>Total number circled in Box 8</b> <input type="text"/>
<b>BOX 9</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Investigate new places and activities.</li> <li>2. Work with all ages and types of people.</li> <li>3. Organize activities in which other people enjoy themselves.</li> <li>4. Have a flexible schedule.</li> <li>5. Help people make up their minds.</li> <li>6. Communicate easily, tactfully, and courteously.</li> <li>7. Learn about other cultures.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Tactful</li> <li>2. Self-motivated</li> <li>3. Works well with others</li> <li>4. Outgoing</li> <li>5. Slow to anger</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts/Speech</li> <li>2. Foreign Language</li> <li>3. Social Sciences</li> <li>4. Marketing</li> <li>5. Food Services</li> </ol>	<b>Total number circled in Box 9</b> <input type="text"/>
<b>BOX 10</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Care about people, their needs, and their problems.</li> <li>2. Participate in community services and/or volunteering.</li> <li>3. Listen to other people's viewpoints.</li> <li>4. Help people be at their best.</li> <li>5. Work with people from preschool age to old age.</li> <li>6. Think of new ways to do things.</li> <li>7. Make friends with different kinds of people.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Good communicator/good listener</li> <li>2. Caring</li> <li>3. Non-materialistic</li> <li>4. Intuitive and logical</li> <li>5. Non-judgmental</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Family and Consumer Sciences</li> <li>4. Finance</li> <li>5. Foreign Language</li> </ol>	<b>Total number circled in Box 10</b> <input type="text"/>
<b>BOX 11</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with computers.</li> <li>2. Reason clearly and logically to solve complex problems.</li> <li>3. Use machines, techniques, and processes.</li> <li>4. Read technical materials and diagrams and solve technical problems.</li> <li>5. Adapt to change.</li> <li>6. Play video games and figure out how they work.</li> <li>7. Concentrate for long periods without being distracted.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Logical/analytical thinker</li> <li>2. See details in the big picture</li> <li>3. Persistent</li> <li>4. Good concentration skills</li> <li>5. Precise and accurate</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Computer Tech/Applications</li> <li>4. Communications</li> <li>5. Graphic Design</li> </ol>	<b>Total number circled in Box 11</b> <input type="text"/>
<b>BOX 12</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work under pressure or in the face of danger.</li> <li>2. Make decisions based on my own observations.</li> <li>3. Interact with other people.</li> <li>4. Be in positions of authority.</li> <li>5. Respect rules and regulations.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Adventurous</li> <li>2. Dependable</li> <li>3. Community-minded</li> <li>4. Decisive</li> <li>5. Optimistic</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Government/History</li> <li>4. Law Enforcement</li> <li>5. First Aid/First Responder</li> </ol>	<b>Total number circled in Box 12</b> <input type="text"/>

<b>BOX 13</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with my hands and learn that way.</li> <li>2. Put things together.</li> <li>3. Do routine, organized and accurate work.</li> <li>4. Perform activities that produce tangible results.</li> <li>5. Apply math to work out solutions.</li> <li>6. Use hand and power tools and operate equipment/machinery.</li> <li>7. Visualize objects in three dimensions from flat drawings.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Practical</li> <li>2. Observant</li> <li>3. Physically active</li> <li>4. Step-by-step thinker</li> <li>5. Coordinated</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math-Geometry</li> <li>2. Chemistry</li> <li>3. Trade and Industry courses</li> <li>4. Physics</li> <li>5. Language Arts</li> </ol>	<b>Total number circled in Box 13</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
<b>BOX 14</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Shop and go to the mall.</li> <li>2. Be in charge.</li> <li>3. Make displays and promote ideas.</li> <li>4. Give presentations and enjoy public speaking.</li> <li>5. Persuade people to buy products or to participate in activities.</li> <li>6. Communicate my ideas to other people.</li> <li>7. Take advantage of opportunities to make extra money.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Enthusiastic</li> <li>2. Competitive</li> <li>3. Creative</li> <li>4. Self-motivated</li> <li>5. Persuasive</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Math</li> <li>3. Business Education/Marketing</li> <li>4. Economics</li> <li>5. Computer Applications</li> </ol>	<b>Total number circled in Box 14</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
<b>BOX 15</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Interpret formulas.</li> <li>2. Find the answers to questions.</li> <li>3. Work in a laboratory.</li> <li>4. Figure out how things work and investigate new things.</li> <li>5. Explore new technology.</li> <li>6. Experiment to find the best way to do something.</li> <li>7. Pay attention to details and help things be precise.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Detail-oriented</li> <li>2. Inquisitive</li> <li>3. Objective</li> <li>4. Methodical</li> <li>5. Mechanically inclined</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Drafting/Computer-Aided Drafting</li> <li>4. Electronics/Computer Networking</li> <li>5. Technical Classes/Technology Education</li> </ol>	<b>Total number circled in Box 15</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>
<b>BOX 16</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Travel.</li> <li>2. See well and have quick reflexes.</li> <li>3. Solve mechanical problems.</li> <li>4. Design efficient processes.</li> <li>5. Anticipate needs and prepare to meet them.</li> <li>6. Drive or ride.</li> <li>7. Move things from one place to another.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Realistic</li> <li>2. Mechanical</li> <li>3. Coordinated</li> <li>4. Observant</li> <li>5. Planner</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Trade and Industry courses</li> <li>3. Physical Sciences</li> <li>4. Economics</li> <li>5. Foreign Language</li> </ol>	<b>Total number circled in Box 16</b> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 10px auto;"></div>








**Disclaimer:** Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



## The Sixteen Career Clusters

<b>1</b>  <b>Agriculture, Food &amp; Natural Resources</b>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<b>2</b>  <b>Architecture &amp; Construction</b>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<b>3</b>  <b>Arts, A/V Technology &amp; Communications</b>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<b>4</b>  <b>Business Management &amp; Administration</b>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<b>5</b>  <b>Education &amp; Training</b>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<b>6</b>  <b>Finance</b>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<b>7</b>  <b>Government &amp; Public Administration</b>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<b>8</b>  <b>Health Science</b>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<b>9</b>  <b>Hospitality &amp; Tourism</b>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

## Career Clusters cont.

<b>10</b> 	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<b>11</b> 	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<b>12</b> 	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<b>13</b> 	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
<b>14</b> 	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<b>15</b> 	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<b>16</b> 	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

## **6<sup>TH</sup> GRADE CAREER EXPLORATION**

**Name:**

**Date:**

**Short term goal for this school year:**

**Long term goal after high school:**

**Career I think I would like to have as an adult:**

**I am considering the following options after high school:** (check all options you are considering)

☐ Community College

☐ 4- year Private College

☐ Business/Trade/Technical School

☐ Apprenticeship

☐ Military

☐ Job Market

☐ Nursing School

☐ Other

☐ 4- year Public College

**Sports:**

**Extra curricular activities and clubs:**

**Community service/volunteer and/or work experiences:**

**Special honors/awards and achievements:**

**Favorite subject this year:**

**Areas I would like to improve in:**

### **RATE YOURSELF ON THE SKILLS FOR EMPLOYMENT**

**1=never 2=sometimes 3=usually 4=most of the time 5=all the time**

**Put an x in the box beside the skill**

	<b>1</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Uses time wisely</b>					
<b>Team player</b>					
<b>Leader</b>					
<b>Helps others</b>					
<b>Negotiates</b>					
<b>Honest</b>					
<b>Responsible</b>					
<b>Solves problems</b>					
<b>Thinks creatively</b>					
<b>Reads well</b>					
<b>Listens well</b>					
<b>Speaks well</b>					



<b>Writes well</b>					
<b>Knows math</b>					
<b>Works well with others who are different</b>					
<b>Sets goals</b>					
<b>Perseverance</b>					
<b>Compassionate</b>					
<b>Respectful</b>					

### **ATTITUDE CHART**

**Complete the chart below with a partner. How can each of the 12 ways to have a positive attitude help you at school? Home? How do you think they would help a person at his or her job? Think of a job that relates to each of the attitudes. Be ready to discuss your answers.**

	<b>Attitude at home</b>	<b>Attitude at School</b>	<b>How would this attitude help you if you had a job?</b>	<b>Job</b>
<b>Optimistic</b>				
<b>Have hope</b>				
<b>Resilient</b>				
<b>Cheerful</b>				
<b>Enthusiastic</b>				



<b>Alert</b>				
<b>Sense of humor</b>				
<b>Good sport</b>				
<b>Humble</b>				
<b>Grateful</b>				
<b>Respectful</b>				
<b>Caring</b>				

## **ASSESS YOUR INTERESTS**

Looking for that perfect career? Assessing your interests can get you started on the right path. Read each statement below. If you agree with it, place a check mark in the box beside it. Remember: there are no wrong answers! Then, count up your marks to count the three highest totals. Read about the different interest types and continue with the matching occupations to your interests activity that follows.

<b>Are you</b>		<b>Can you</b>		<b>Like to</b>	
	<b>Practical</b>		<b>Fix electrical things</b>		<b>Tinker with mechanics</b>
	<b>Athletic</b>		<b>Solve mechanical problems</b>		<b>Work outdoors</b>

	<b>Straight forward</b>		<b>Pitch a tent</b>		<b>Be physically active</b>
	<b>Mechanically inclined</b>		<b>Play a sport</b>		<b>Use your hands</b>
	<b>Nature lover</b>		<b>Read a blueprint</b>		<b>Build things</b>
	<b>Operate tools and machinery</b>		<b>Work on cars</b>		
					<b>R Total=</b>

<b>Are you</b>		<b>Can you</b>		<b>Like to</b>	
	<b>Inquisitive</b>		<b>Think abstractly</b>		<b>Explore ideas</b>
	<b>Analytical</b>		<b>Solve math problems</b>		<b>Use computers</b>
	<b>Scientific</b>		<b>Analyze data</b>		<b>Work independently</b>
	<b>Observant</b>		<b>Do complex calculations</b>		<b>Perform lab experiments</b>
	<b>Precise</b>		<b>Use a microscope</b>		<b>Read scientific or technical magazines</b>
	<b>Operate tools and machinery</b>		<b>Work on cars</b>		
					<b>I Total=</b>

Assess your interests continued..

<b>Are you</b>		<b>Can you</b>		<b>Like to</b>	
	<b>Friendly</b>		<b>Teach/train others</b>		<b>Work in groups</b>
	<b>Helpful</b>		<b>Express yourself</b>		<b>Help people with problems</b>

			<b>clearly</b>		
	<b>Idealistic</b>		<b>Lead a group discussion</b>		<b>Participate in meetings</b>
	<b>Insightful</b>		<b>Mediate disputes</b>		<b>Do volunteer service</b>
	<b>Outgoing</b>		<b>Plan and supervise and activity</b>		<b>Work with young people</b>
	<b>Understanding</b>		<b>Cooperate well with others</b>		<b>Play team sports</b>
					<b>S Total=</b>

<b>Are you</b>		<b>Can you</b>		<b>Like to</b>	
	<b>Self confident</b>		<b>Initiate projects</b>		<b>Make decisions affecting others</b>
	<b>Assertive</b>		<b>Convince people to do things your way</b>		<b>Be elected to office</b>
	<b>Sociable</b>		<b>Sell things or promote ideas</b>		<b>Win a leadership or sales award</b>
	<b>Persuasive</b>		<b>Give talks or speeches</b>		<b>Start your own political campaign</b>
	<b>Enthusiastic</b>		<b>Organize activities and events</b>		<b>Meet important people</b>
	<b>Energetic</b>		<b>Lead a group</b>		
					<b>E Total=</b>

**Assess your interests continued..**

<b>Are you</b>		<b>Can you</b>		<b>Like to</b>	
	<b>Well groomed</b>		<b>Work well within a system</b>		<b>Follow clearly defined procedures</b>
	<b>Accurate</b>		<b>Do a lot of paper work in a short time</b>		<b>Process data on a computer</b>
	<b>Numerically inclined</b>		<b>Keep accurate records</b>		<b>Work with numbers</b>
	<b>Methodical</b>		<b>Use a computer terminal</b>		<b>Type</b>
	<b>Conscientious</b>		<b>Write effective business letters</b>		<b>Be responsible for details</b>
	<b>Efficient</b>				
					<b>C Total=</b>

**The three highest totals are:**

\_\_\_\_\_

**This signifies my interest code.**

**Please go to next page to read the descriptions of the six interest areas and then do following career search activity based on your interest code.**

## **HOLLAND INTEREST CODE DESCRIPTIONS**

- **Realistic:** Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.
- **Investigative:** Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.
- **Artistic:** Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.
- **Social:** Social occupations frequently involve working with, communicating with and teaching people. These occupations often involve helping or providing service to others.
- **Enterprising:** Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business
- **Conventional:** Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than ideas. Usually there is a clear line of authority to follow.

Now go to [www.pacareerzone.org](http://www.pacareerzone.org) and go to quick assessment and enter your unique interest code. Review careers suggested and choose one to complete thematic web.

# **7<sup>TH</sup> GRADE CAREER EXPLORATION**

**Name:**

**Date:**

**Short term goal for this school year:**

**Long term goal after high school:**

**Career I think I would like to have as an adult:**

**I am considering the following options after high school:** (check all options you are considering)

☐ Community College

☐ 4- year Private College

☐ Business/Trade/Technical School

☐ Apprenticeship

☐ Military

☐ Job Market

☐ Nursing School

☐ Other

☐ 4- year Public College

**Sports:**

**Extra curricular activities and clubs:**

**Community service/volunteer and/or work experiences:**

**Special honors/awards and achievements:**

**Favorite subject this year:**

**Areas I would like to improve in:**

## CAREER EXPLORATION

Website Research: <http://www.bls.gov/k12>

1. What do you like? Decide on one area. Please write it down below.
2. Look at possible careers. Which one appeals to you most? Please write it down below.

Click on that career.

3. Answer the following questions with 2-3 sentences each.

**What is the job like?**

**How do you get ready?**

**How much does the job pay?**

**What is the outlook for job openings?**

**Name two other jobs like this job.**

What are your personality types?

Go to <http://www.123test.com/holland-codes-career-tests/>

Take the career test.

When you complete the Career Key Assessment, you will receive Holland Personality Type Scores. For each personality type, list your scores here:

_____ Realistic	_____ Social
_____ Enterprising	_____ Investigative
_____ Conventional	_____ Artistic

Your strongest (highest score) personality type is \_\_\_\_\_

Your weakest (lowest score) personality type is \_\_\_\_\_

Your personal Holland Code

Depending on how strongly you favor any specific type you can compose your own personal Holland Code. You do this by taking the first letters of the types you favor most.

\_\_\_\_\_

Based on your code, what occupations were listed that interest you? (list at least one)

\_\_\_\_\_  
\_\_\_\_\_

Go to <http://www.pacareerzone.org/>

Click on Assess yourself. Next click on Quick assessment. Use Holland Code to complete assessment.

Choose a career and answer the complete the thematic web.

More Self Assessments



Go to <http://educationplanner.org>

Click on Students, next click on Self Assessments.

Complete the Self Assessments and record results.

What Kind of Student Are You?

---

What is one thing you can work on to improve your rating as a student?

---

What's Your Learning Style?

Auditory \_\_\_\_\_% Visual \_\_\_\_\_% Tactile \_\_\_\_\_%

What are some techniques you can use to learn better?

---

---

Which Study Habits Can You Improve? Jot some down from your quiz.

---

---

How Strong Is Your Character? What are some ways you can build a strong character? \_\_\_\_\_

---

Based on a strong positive character trait that you have or would like to have, name a career where having that trait is beneficial.

Trait: \_\_\_\_\_

Career: \_\_\_\_\_

# **8<sup>TH</sup> GRADE CAREER EXPLORATION**

**Name:**

**Date:**

**Short term goal for this school year:**

**Long term goal after high school:**

**Career I think I would like to have as an adult:**

**I am considering the following options after high school:** (check all options you are considering)

☐ Community College

☐ 4- year Private College

☐ Business/Trade/Technical School

☐ Apprenticeship

☐ Military

☐ Job Market

☐ Nursing School

☐ Other

☐ 4- year Public College

**Sports:**

**Extra curricular activities and clubs:**

**Community service/volunteer and/or work experiences:**

**Special honors/awards and achievements:**

**Favorite subject this year:**

**Areas I would like to improve in:**

## Holland's Six Personality Types

According to John Holland's theory, most people are one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The characteristics of each of these are described below:

### Realistic

- Likes to work with animals, tools, or machines; generally avoids social activities like teaching, healing, and informing others;
- Has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals;
- Values practical things you can see, touch, and use like plants and animals, tools, equipment, or machines; and
- Sees self as practical, mechanical, and realistic.

### Investigative

- Likes to study and solve math or science problems; generally avoids leading, selling, or persuading people;
- Is good at understanding and solving science and math problems;
- Values science; and
- Sees self as precise, scientific, and intellectual.

### Artistic

- Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally avoids highly ordered or repetitive activities;
- Has good artistic abilities -- in creative writing, drama, crafts, music, or art;
- Values the creative arts -- like drama, music, art, or the works of creative writers; and
- Sees self as expressive, original, and independent.

### Social

- Likes to do things to help people -- like, teaching, nursing, or giving first aid, providing information; generally avoids using machines, tools, or animals to achieve a goal;
- Is good at teaching, counseling, nursing, or giving information;
- Values helping people and solving social problems; and
- Sees self as helpful, friendly, and trustworthy.

### Enterprising

- Likes to lead and persuade people, and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking;
- Is good at leading people and selling things or ideas;
- Values success in politics, leadership, or business; and
- Sees self as energetic, ambitious, and sociable.

**Conventional**

- Likes to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities
- Is good at working with written records and numbers in a systematic, orderly way;
- Values success in business; and
- Sees self as orderly, and good at following a set plan.

**We will be taking a Holland Code assessment test. Prior to doing this please be sure you have read the descriptions of the six personality types of the Holland Code on the previous page.**

**Before taking the assessment try and predict which description is most like you and least like you.**

**Most like me:**

**Least like me:**

**Next go to <http://123test.com/holland-codes-career-tests/>**

**Take the career test.**

**When you complete the Career Key Assessment, you will see your Holland Personality Type Scores. For each personality type, list your scores here:**

_____ Realistic	_____ Social
_____ Enterprising	_____ Investigative
_____ Conventional	_____ Artistic

**Your strongest (highest score) personality type is:**

**Your weakest (lowest score) personality type is:**

**Your six letter personal Holland Code is:**

**Based on your code, what occupations were listed that interest you? (list at least one)**

Now we will explore careers further using your personal code. In this next task you will need the first three letters of your code.    \_\_\_\_    \_\_\_\_    \_\_\_\_

Now go to <http://www.pacareerzone.org/>

Click on Assess yourself, then click on Quick Assessment. Use your three letter Holland Code to complete the assessment.

You will see careers matched to your code. Search through the careers. We will use one of the career choices to complete the thematic web found on the next page. If none are of your liking, you can look at bottom of page and click on options for searching using your code in a different order or you can go to the top of the page and type in the search area to find a career more to your liking.

**27 TOTAL CREDITS, GRAD PROJECT (2015 & 2016), PROFICIENCY ON ALL 3 KEYSTONES (2017+)**

STUDENT NAME: _____			YEAR OF GRADUATION (YOG): _____		
CAREER GOAL: _____					
EDUCATIONAL GOAL:   ___ College   ___ Voc/Tech School   ___ Military   ___ Work   ___ Undecided					
POSSIBLE MAJOR: _____					
<b><u>GRADE 9</u></b>		<u>Enrolled</u>	<u>Grade</u>	<b><u>GRADE 10</u></b>	
English 9				English 10	
Math: _____				Math: _____	
Biology				Science: _____	
Civics				American Cultures	
PE: _____				PE: _____	
Health 9				Drivers Education	
<b><u>GRADE 11</u></b>		<u>Enrolled</u>	<u>Grade</u>	<b><u>GRADE 12</u></b>	
English 11 / Honors English 11				English 12 / AP English Comp & Lit	
Math: _____				Math: _____	
Science: _____				Science: _____	
World History or Psychology or Sociology				POD & Econ / AP US Gov't & Pol.	
PE: _____				PE: _____	
Health 11				Personal Finance	
FCS (.5)				Graduation Project (2015 & 2016)	
<b><u>Other Requirements</u></b>		<u>Enrolled</u>	<u>Grade</u>	<b><u>NOTES</u></b>	
Algebra Keystone					
Biology Keystone					
Literature Keystone					
Project Based Assessment					
<b>Electives (6.5 credits)</b>					

### **Information for Freshmen in the Class of 20xx**

(The word “college”, in this info, may mean 4 or 2 year colleges, trade, business, or tech schools, and the military)

**“One definition of insanity is to keep doing the same things and expect different results.”**

### **REMINDER:**

- YOU are responsible for monitoring your credits earned toward graduation.

### **Upcoming Events**

- **College Process Night** – DATE – 7:00 – 8:30 pm – MS/HS Auditorium
- **Post-Secondary Options Sweatshirt Day** –DATE
- **Adams County College & Career Fair** – DATE , 6:30 pm – 8:30 pm  
Hauser Field House, Gettysburg College - *FREE*
- **Financial Aid Night** – DATE, 6:30 pm – 8:30 pm, MS/HS Auditorium

### **What’s on your Permanent Transcript**

- **Cumulative Grade Point Average (GPA)**
  - ALL grades earned, beginning the first day of 9<sup>th</sup> grade, count.
- **Class Rank, Credits Earned, Activities throughout High School**
- **Attendance**
- **Standardized Test Scores**
  - Keystone Exam Scores (proficiency is now required for graduation)
  - SAT / ACT – take these in the spring of your Junior year & again in the fall of your Senior year.

### **NCAA Eligibility for College Athletes – YOUR GPA DOES MATTER**

- [www.ncaa.clearinghouse.net](http://www.ncaa.clearinghouse.net) – it is the student’s responsibility to understand this information.
- Division I Academic Requirements
  - 4 years of English, 3 years of math (Alg I or higher), 2 years of science, 1 year additional English, math, or science, 2 years of social studies, and 4 years of additional core courses –
  - Only academic courses count toward these requirements – Ag classes don’t count, Business classes don’t count, and Physical Science and Environment Field Studies don’t count.
  - You must send your ACT / SAT scores directly to the NCAA Clearinghouse.
  - MUST register / pay during your Junior year.

**Other Services Available through the High School Counseling Office**

- SAP – Student Assistance Program
- Coordinate meetings for students and parents to discuss the college and financial aid process
- Discuss your educational plan for the remainder of high school
- Discuss your career strengths to help you move forward in your search
- Offer you resources to learn more about career fields
- Setup meetings with school representatives and military recruiters
- Plan field trips to various events to encourage you to explore new areas
- Study skills help / organizational help

***“Be the Change you Want to See in the World” – Gandhi***



## **Information for Sophomores in the Class of 20XX**

(The word “college”, in this info, may mean 4 or 2 year colleges, trade, business, or tech schools, and the military)

Prescription for a great school year – and beyond:

**Take one step in the right direction. Repeat as necessary.**

### **REMINDERS:**

- Your Permanent Transcript will include ALL of your final average grades as well as your high school attendance.
- YOU are responsible for monitoring your credits earned toward graduation.

### **Upcoming Events**

- **College Process Night** – DATE – 7:00 – 8:30 pm – MS/HS Auditorium
- **Post-Secondary Options Sweatshirt Day** – DATE
- **Adams County College & Career Fair** – DATE, 6:30pm – 8:30pm
  - Hauser Field House, Gettysburg College – *FREE*
- **Aviation Career Expo** – DATE, sign up by October 10<sup>th</sup>
- **Financial Aid Night** – DATE, 6:30pm – 8:30pm – MS/HS Auditorium
- **ASVAB** – DATE, 8:00am – 11:00 am
- **10<sup>th</sup> Grade Career Fair** – DATE, 8:00am – 11:00am

### **PSAT Test** – All Sophomores are strongly encouraged to take this test.

- Offered HERE on **DATE**, from 7:55am – 10:50am.
- You MUST sign up and pay in the Counseling Office.
- Cost **\$14.00** – checks made payable to Fairfield Area School District

### **NCAA Eligibility for College Athletes**

- [www.ncaa.clearinghouse.net](http://www.ncaa.clearinghouse.net) – it is the student’s responsibility to understand this information.
- Division I Academic Requirements
  - 4 years of English, 3 years of math (Alg I or higher), 2 years of science, 1 year additional English, math, or science, 2 years of social studies, and 4 years of additional core courses – **GPA does matter**
  - Only academic courses count toward these requirements – Ag classes don’t count, Business classes don’t count, and Physical Science and Environment Field Studies don’t count.
  - You must send your ACT / SAT scores directly to the NCAA Clearinghouse.
  - MUST register / pay during your Junior year.

**Other Services Available through the High School Counseling Office**

- SAP Team – Student Assistance Program
- Coordinate meetings for students and parents to discuss the college and financial aid process
- Discuss your educational plan for the remainder of high school
- Discuss your career strengths to help you move forward in your search
- Offer you resources to learn more about career fields
- Setup meetings with school representatives and military recruiters
- Plan field trips to various events to encourage you to explore new areas
- Study skills help / organizational help

**“One definition of insanity is to keep doing the same things and expect different results.”**

## **Info for Juniors in the Class of 20XX**

(The word “college”, in this info, may mean 4 or 2 year colleges, trade, business, or tech schools, and the military)

Prescription for a great school year – and beyond:  
**Take one step in the right direction. Repeat as necessary.**

### **REMINDERS:**

- Your Permanent Transcript will include ALL of your final average grades as well as your high school attendance.
- YOU are responsible for monitoring your credits earned toward graduation.

### **Upcoming Events**

- **Post-Secondary Options Sweatshirt Day** – DATE
- **Adams County College & Career Fair** – DATE, 6:30pm – 8:30pm
  - Hauser Field House, Gettysburg College – *FREE*
- **College Process Night** – DATE – 7:00 – 8:30 PM
  - Fairfield HS/MS Auditorium
- **Aviation Career Expo** – DATE, sign up by October 10<sup>th</sup>
- **Financial Aid Night** – DATE, 6:30pm – 8:30pm
  - Fairfield HS/MS Auditorium – *FREE* – snow date – Wednesday, January 28
- **ASVAB** – DATE, 8:00am – 11:00 am

### **PSAT Test** – All Juniors will be scheduled to take this test.

- Offered HERE on **DATE**, from 7:55am – 10:50am.

### **Test Prep**

- **PSAT access code** from last year will still work to offer you free help based on the PSAT test.
- **www.educationplanner.org** has free test prep help

### **NCAA Eligibility for College Athletes**

- www.ncaa.clearinghouse.net
- Division I Academic Requirements
  - 4 years of English, 3 years of math (Alg I or higher), 2 years of science, 1 year additional English, math, or science, 2 years of social studies, and 4 years of additional core courses – **GPA does matter**
  - Only academic courses count toward these requirements – Ag classes don't count, Business classes don't count, and Physical Science and Environment Field Studies don't count.
  - You must send your ACT / SAT scores directly to the NCAA Clearinghouse.

### **Other Services Available through the High School Counseling Office**

- Coordinate meetings for students and parents to discuss the college and financial aid process
- Discuss your educational plan for the remainder of high school
- Discuss your career strengths to help you move forward in your search
- Offer you resources to learn more about career fields
- Setup meetings with school representatives and military recruiters
- Plan field trips to various events to encourage you to explore new areas
- Study skills help / organizational help

**“If you always do what you’ve always done, you’ll always get what you’ve always gotten”**

### **Important Info**

- You should plan to take the SAT and/or the ACT in the **spring of your junior year**, register online for the SAT at [www.collegeboard.com](http://www.collegeboard.com), and for the ACT at [www.actstudent.org](http://www.actstudent.org).
- **If you are receiving free / reduced lunch benefits**, see Mrs. Swope right away to discuss a fee waiver for these tests.
- You should plan to take either or both the SAT and ACT at least twice – the second time being early in the fall of your senior year.
- Begin exploring scholarships now – NEVER pay for scholarship info!!
  - [www.educationplanner.org](http://www.educationplanner.org)
  - [www.collegeboard.com](http://www.collegeboard.com)
  - [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
  - [www.actstudent.org](http://www.actstudent.org)
  - [www.fastweb.com](http://www.fastweb.com)
- Begin exploring college options in the spring of your junior year.  
(Submit applications by Halloween of your senior year.)
  - Websites
  - Open Houses
  - High School Visits
  - Campus Tours

## **Fairfield Area High School Code (CEEB) – 391-360**

**You will need to enter this when you register for the SAT and the ACT and with some colleges.**

### **SAT Reasoning Test Info for 20XX-20XX – [www.collegeboard.com](http://www.collegeboard.com)**

The test is scored in three parts, each scored between 200 - 800: Math, Critical Reading, and Writing

Most colleges are still looking at just your Math + Critical Reading score.

<u>Test Date</u>	<u>Registration Deadline(\$52.50)</u>	<u>Late Registration</u>
<u>Deadline(add \$28.00)</u>		

DATES

### **ACT Test Info for 20XX-20XX – [www.actstudent.org](http://www.actstudent.org)**

The test is scored in four parts, each scored between 1 – 36: English, Reading, Math, and Science

Your composite score is the average of the four parts, rounded to the nearest whole number.

The writing portion is optional:      No Writing = \$36.50      Plus Writing = \$52.50

<u>Test Date</u>	<u>Registration Deadline</u>	<u>Late Registration Deadline</u>
(add \$22.00)		

DATES

**“One definition of insanity is to keep doing the same things and expect different results.”**

## **Info for Seniors in the Class of 20XX**

(The word “college”, in this info, may mean 4 or 2 year colleges, trade, business, or tech schools, and the military)

**Be the Change you Wish to See in the World. – Gandhi**

### **Upcoming Events**

- **Post-Secondary Options Sweatshirt Day** – DATE
- **Adams County College & Career Fair** – DATE, 6:30pm – 8:30pm
  - o Hauser Field House, Gettysburg College – *FREE*
- **College Process Night** – DATE – 7:00 – 8:30 PM
  - o Fairfield HS/MS Auditorium
- **Aviation Career Expo** – DATE, sign up by October 10<sup>th</sup>
- **Financial Aid Night** – DATE, 6:30pm – 8:30pm
  - o Fairfield HS/MS Auditorium – *FREE* – snow date – DATE
- **ASVAB** – DATE, 8:00am – 11:00 am
- **Academic Awards Night** – DATE, 6:30pm – 8:30pm – HS/MS Auditorium

**Student Information Area** – The area behind the counter is set up for students to use to explore scholarship information and college applications. Check out the bulletin board in this area for info about college visits, open houses, job openings, and other interesting info.

### **College Applications.... “October 31<sup>st</sup> Deadline”**

- Apply on-line, if possible, and be sure that the Counseling Office knows to send your official transcript – you must complete the Request Form and also give us a written note, with the date of the request and where you want the transcript sent.
- The High School Counseling Office will send out your application packet if you ask.
- Apply as early as you are able – **many deadlines are prior to the winter break.**
- Some schools will waive the application fee if you meet with them in person.
- If possible, meet with the same admissions rep and financial aid rep each time.
- **Apply to at least three to five schools** – with at least one being a stretch and one being an expected.
- **VISIT** the schools before you accept an offer of admittance and **ASK lots of questions.**

### **Letters of Recommendation / Official Transcripts**

- Use the form in the Counseling Office to request letters– you may modify and use it for teachers, too.
- Allow at least **two** weeks for someone to write you a letter.
- Follow up to be sure the letter was sent or turned in to the Counseling Office.
- Be sure to complete the blanket senior version of the Transcript Request Release form prior to requesting official transcripts be sent.
- Request transcripts by submitting a written note with your name, the date of the request, where you want the transcript sent, and the deadline they must receive it.
- You will not receive notification that transcripts or letters were mailed. You may check with us regarding the date things were mailed.

**Test Prep**

- **FREE Test Prep** – ACT, SAT, ASVAB, and more - [www.adamslibrary.org](http://www.adamslibrary.org)
  - o Go to “information services”
  - o Your user name is the number on the barcode of your Adams County Library Card
- **PSAT access code** from last year will still work to offer you free help based on the PSAT test.
- **[www.educationplanner.org](http://www.educationplanner.org)** has free test prep help
- **Counseling office** has SAT and ACT Prep Books you may sign out

**NCAA Eligibility for College Athletes**

- Register at: [www.ncaa.clearinghouse.net](http://www.ncaa.clearinghouse.net)
- Division I Academic Requirements
  - o 4 years of English, 3 years of math (Alg I or higher), 2 years of science, 1 year additional English, math, or science, 2 years of social studies, and 4 years of additional core courses – **GPA does matter**
  - o Only academic courses count toward these requirements – Ag classes don’t count, Business classes don’t count, and Physical Science and Environment Field Studies don’t count.
  - o You must send your ACT / SAT scores directly to the NCAA Clearinghouse.

**Financial Aid Information** - Begin exploring **scholarships** now – **NEVER pay for scholarship info!!**

- o [www.educationplanner.org](http://www.educationplanner.org) [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- o [www.fairfieldpaschools.org](http://www.fairfieldpaschools.org)
- o [www.fastweb.com](http://www.fastweb.com) [www.campusdoor.com](http://www.campusdoor.com)
- Local scholarship information will be available in the Student Information Area of the High School Counseling Office – applications typically arrive beginning in January. Check with us and on the website often.
- The **Free Application for Federal Student Aid (FAFSA)** should be completed as early as possible after January 1st. **Many schools have deadlines as early as February 15<sup>th</sup>.**
- Some schools require the use of the **CSS/Financial Aid Profile** at a cost of \$25 plus \$16 per school report. Contact the colleges you are interested in. If they require it, go to [www.collegeboard.com](http://www.collegeboard.com).

**Other Services Available through the High School Counseling Office**

- Coordinate meetings for students and parents to discuss the college and financial aid process
- Discuss your educational plan for the remainder of high school
- Discuss your career strengths to help you in your search and offer resources to help you learn more
- Setup meetings with school representatives and military recruiters
- Plan field trips to various events to encourage you to explore new areas

## Fairfield Area High School Code (CEEB) – 391-360

You will need to enter this when you register for the SAT and the ACT and with some colleges.

You should take the SAT and/or the ACT as early as possible in the **fall of your senior year.**

If you are currently receiving free / reduced lunch benefits –  
see Mrs. Swope right away for a fee waiver for the SAT or ACT tests.

**FOR BOTH TESTS – Be sure to select FOUR schools to receive your FREE score reports! (\$12.00 each after!)**

**SAT Reasoning Test Info for 20XX-20XX**– [www.collegeboard.com](http://www.collegeboard.com)

The test is scored in three parts, each scored between 200 - 800: Math, Critical Reading, and Writing

Most colleges are still looking at just your Math + Critical Reading score.

	<u>Test Date</u>	<u>Registration Deadline</u> (\$52.50) <u>Late Registration Deadline</u> (add
\$28.00)		

DATES

**ACT Test Info for 20XX-20XX** – [www.actstudent.org](http://www.actstudent.org)

The test is scored in four parts, each scored between 1 – 36: English, Reading, Math, and Science

Your composite score is the average of the four parts, rounded to the nearest whole number.

The writing portion is optional: No Writing = \$38.00

Plus Writing = \$54.50

	<u>Test Date</u>	<u>Registration Deadline</u>	<u>Late Registration Deadline</u> (add
\$24.00)			

DATES



**YOG:**

**Student Name:** \_\_\_\_\_

## RECORD OF ACTIVITIES

[illegible][illegible][illegible]

## Freshman Portfolio Questionnaire

Student Name:

YOG:

Date:

1. What do you like about high school?

2. What are your interests?

3. List your hobbies.

4. What do you like most about yourself?

5. What activities are you involved in outside of school?

6. What careers are you considering after graduation?

7. What are your academic strengths?

8. Do you have any questions regarding graduation requirements?

9. What are your personal strengths?

10. What is a goal for 9th grade?

## 9<sup>th</sup> Grade Career Search

Name \_\_\_\_\_

Date \_\_\_\_\_

Using the information you gathered from the ONET Online Summary Report please answer the following:

Occupation Title \_\_\_\_\_

Description of occupation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List 3 job titles related to your occupation

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List 4 tasks related to this occupation

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List 3 skills needed for this occupation

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please describe the level of education or post-secondary training required

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List information on Wages and Employment

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Sophomore Portfolio Questionnaire

**Student Name:**

**YOG:**

**Date:**

1. What is important to you in life?

2. What are your educational strengths?

3. What classes in school do you enjoy the most?

4. What motivates you to do well?

5. Are you involved in any community service or volunteer activities?

6. Do you have a part-time job?

7. What are your goals for the future?

8. What is a goal for 10th grade?

9. What school activities are you involved in?

10. List any awards you have received.

11. Have you taken the PSAT?

12. Have you attended the College and Career Fair? If so, what did you gain from it?

## Career Search

Using the results from the Interest Inventory please list the scores of six interest areas.

\_\_\_\_\_ Social

\_\_\_\_\_ Investigative

\_\_\_\_\_ Conventional

\_\_\_\_\_ Realistic

\_\_\_\_\_ Artistic

\_\_\_\_\_ Enterprising

Please list your top three career/occupational interests.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Now pick **one** of the above occupations and find the following information about the career.

**About the Job:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Education Required:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interests:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Things They Need To Know:** list 3

1)

2)

3)

**What They Do:** list 5

1)

2)

3)

4)

5)

**Wages:**

**Outlook (Job):**

**Similar Occupations:** list 3

1)

2)

3)



## Junior Portfolio Questionnaire

**Student Name:**

**YOG:**

**Date:**

1. What courses have you enjoyed the most throughout high school?

2. Which courses have been the most difficult for you?

3. Do you have a part-time job?

4. Are you involved in any community service or volunteer activities?

5. Name your four greatest strengths.

6. Name your major weaknesses.

7. What careers currently interest you?

8. What school activities are you involved in?

9. What is a goal for 11th grade?

10. Have you taken the PSAT? SAT? ACT? ASVAB?

11. Have you attended the College and Career Fair? If so, what did you gain from it?

12. Who could you ask to be a reference for you?

### Career Exploration Activity

Go to [www.onetonline.org](http://www.onetonline.org) (Onet) and click on **find it now** at **My Next Move** on the right.

Click on the section entitled "**I am not really sure**" and start the **Interest Profiler**.

Complete the Interest Profiler, **record the results** below and **read the description** of each one-

\_\_\_\_ Realistic

\_\_\_\_ Artistic

\_\_\_\_ Social

\_\_\_\_ Conventional

\_\_\_\_ Enterprising

\_\_\_\_ Investigative

**Read the section on Job Zone + Interest Profiler = Careers**

**Explore the Job Zone and select a Job Zone**

**Search list of careers and pick the top three that are of interest to you:**

1)

2)

3)

**Now pick one of the above to explore: \_\_\_\_\_ and list  
other names for this occupation as well:**

---

---

a) Is this listed as a bright outlook career? \_\_\_\_ Yes or \_\_\_\_ No

b) Please describe this occupation- what do they do?

c) List the knowledge needed for this career:

d) List the skills needed:

e) List the abilities needed:

f) List the personality characteristics for this career:



g) Technology skills needed for the job:

h) Salary listed- average annual:

i) Education required:

Click on find training and type in zip code and state.

List five school looked at:

- 1)
- 2)
- 3)
- 4)
- 5)

If time allows go to careeronestop.org and click on "Explore Careers", then "What's Hot", fastest-growing occupations and select education level and look at top occupations listed and list 3 that are of interest to you:

- 1)
- 2)
- 3)

In addition, go to Collegeboard.org and click on Students and research the information in the Big Future section.

## Senior Portfolio Questionnaire

**Student Name:**

**YOG:**

**Date:**

1. If you had to do high school all over again, what would you change or do differently?

2. Who or what has been your biggest influence on your life outside of high school?

3. What is your proudest accomplishment related to school?

4. What is your proudest accomplishment NOT related to school?

5. Name two adjectives that best describe you as a person.

6. What activities are you involved in outside of school?

7. What school activities are you involved in?

8. Do you have a part-time job?

9. Have you taken the SAT? ACT? ASVAB?

10. What are your plans for after graduation?

11. What are your major concerns about life after graduation?

<b>COLLEGE:</b>	<b>Student Name:</b>	<b>YOG:</b>
Possible Major:		
What schools are you considering?		
How did you hear about these schools?		
What interests you about these schools?		
Have you visited them?		
Have you applied - when are you planning to apply?		
Why should these schools admit you?		
<b>WORK</b>		
What is your ultimate career goal?		
What interests you about this field?		
How are you currently working toward that goal?		
Who have you talked to toward this goal?		
What is the status of your resume?		
<b>MILITARY</b>		
Which branch are you considering?		
Why does this branch interest you?		
Have you taken the ASVAB test?		
What are you parents' thoughts about you joining the military?		
Have you met with a recruiter yet?		
<b>YOG:</b>	<b>Student Name:</b>	

## **12. Career and Technical Center Strategy –**

Fairfield Area School District sends students to Adams County Tech Prep (ACTP) to participate in six programs: Early Learning, Allied Health, Building Trades, Culinary Arts, Diesel Mechanics, and Law Enforcement. Strategies for increasing retention and graduation rates among Tech Prep students include increased career services, increased awareness of program offerings and expectations, and increased stakeholder involvement in the programs.

See Appendix B for data about enrollment and completion.

ACTP students participate in programs and activities K-12 to increase awareness and recruitment of the six Tech Prep programs. At the elementary level, ACTP students present Career Day activities. At the middle school level, ACTP students present a Tech Prep Fair to all students in specific grades. At the high school level, ACTP students talk to perspective students at an assembly for all 10<sup>th</sup> grade students prior to the application process. The Career Counselor at ACTP also participates in recruitment and awareness activities for FASD students, including classroom presentations and talking to parents and students throughout the school year. In addition, collaboration occurs between the FASD counselors and ACTP staff to ensure that students and parents receive all of the necessary information regarding all of the offerings at Tech Prep, including information about articulation agreements, college credits, certifications offered, job shadowing, etc.

Fairfield Area High School also offers two programs within the high school – Accounting Technology and General Agriculture. Both of these programs are explained to parents and students during 8<sup>th</sup> Grade Scheduling Night and information is available in the Course Selection Booklet each year. These two programs are described below.

Fairfield Area High School offers two specializations: Program in Accounting Technology & Program in General Agriculture. Students who sign-up & complete the assigned list of courses are eligible to take the National Occupational Competency Testing Institute (NOCTI) exam in April of their senior year. Students who pass the test at the Competent or Advanced levels receive a certificate indicating their level of competency. The PA Skills Certificate, which is awarded at the Advanced level, is recognized by employers throughout the state & may be beneficial for students seeking employment at the entry level in various careers. These two programs also provide students with opportunities to receive college credit for the work completed while in high school through articulation agreements. Articulation agreements are contracts between the high school & a local post-secondary school. See the descriptions below regarding the articulations currently in place.

<b>Program in Accounting Technology</b>		<b>Program in General Agriculture</b>	
Required Courses	Possible Careers	Required Courses	Possible Careers
<ul style="list-style-type: none"> <li>▪ Accounting I</li> <li>▪ Accounting II / Computerized Accounting</li> <li>▪ Economics</li> <li>▪ Business Math or Higher Level Math</li> <li>▪ Personal Finance</li> <li>▪ Computer Applications</li> <li>▪ Advanced Computer Applications</li> </ul>	<ul style="list-style-type: none"> <li>✓ Accounting Clerk</li> <li>✓ Bank Clerk / Teller</li> <li>✓ General Bookkeeper</li> <li>✓ Receivable &amp; Payable Clerk</li> <li>✓ Payroll Clerk</li> </ul>	<ul style="list-style-type: none"> <li>▪ Horticulture</li> <li>▪ Animal Science</li> <li>▪ Agricultural Science I</li> <li>▪ Agricultural Science II</li> <li>▪ Ag Leadership Lab</li> <li>▪ Supervised Ag Experience</li> <li>▪ Accounting I</li> </ul>	<ul style="list-style-type: none"> <li>✓ Farm Laborer</li> <li>✓ Soil Survey Technician</li> <li>✓ Golf Course Worker</li> <li>✓ Greenhouse Worker</li> <li>✓ Farm Market Employee</li> </ul>

### **Articulation Agreements**

#### **Program in Accounting Technology – McCann School of Business & Technology**

Students may receive free credit for up to half of the required courses needed to earn a degree in either Accounting or Business Administration if they follow these guidelines:

- ❖ Complete the courses required at Fairfield Area High School in the Program in Accounting Technology;
- ❖ Possess a minimum GPA of 2.0 at the time of enrollment & maintain that GPA through graduation;
- ❖ Apply to McCann by December 31 of the year prior to graduation;
- ❖ Be interviewed by an admissions representative & receive a tour of the facility;
- ❖ Sign an enrollment agreement for admission & pay the required registration fee;
- ❖ Earn a score of 15 or higher on the Wonderlic Scholastic Level Exam, per program requirements;
- ❖ Complete the math & English placement testing, taking the prescribed course of action based upon test results;
- ❖ Request to take the advanced standing challenge examination in each course the student feels capable of excelling in – students who pass the challenge exam with a “B” or higher will receive credit toward the graduation requirements of the degree program in which he or she is enrolled. No more than one-half of the program courses may be challenged by advanced standing tests. There will be no charges for any of the challenge exams taken. Tuition will be waived for any course in which the enrolled student is granted advanced standing.

#### **Program in General Agriculture – Delaware Valley College**

Students who successfully complete this curriculum based on the guidelines below can receive college credit for the following courses: AE 1120 (3 credits) Sustainability: Saving the Earth & Feeding the People; OH 3147 (3 credits) Today’s Sustainable Homestead; HT 1101 (2 credits) Exploring Horticulture, Science & the Environment; and AS 1000 (3 credits) Survey of Animal Agriculture. Guidelines for receiving credits are:

- ❖ Fairfield Area High School students must successfully complete the Agriculture curriculum

with a “B” (3.0 GPA on a 4 point scale) average.

- ❖ Fairfield Area High School students must submit an official transcript to the Delaware Valley College Transfer Coordinator, Frances Flood (215-489-2296). The transcript must list the courses & grades received by the student.

**Program in General Agriculture – Harrisburg Area Community College**

Students who successfully complete this curriculum based on the guidelines below may receive 3 college credits for HORT 101 Introduction to Horticulture. The guidelines to receive credit are:

- ❖ Students must matriculate into a curriculum at HACC within two years of having completed the program at the secondary school;
- ❖ Students must have earned a grade of “C” or higher in the Agriculture curriculum & have approval of the secondary instructor;
- ❖ Students must submit the proper documentation to HACC;
- ❖ Students must petition to receive HACC credits in the course noted above.

### **13. Job Descriptions (by level)**

#### **FAIRFIELD AREA SCHOOL DISTRICT**

##### **TITLE: ELEMENTARY SCHOOL GUIDANCE COUNSELOR**

##### **POSITION DESCRIPTION:**

The Guidance Counselor is responsible for providing guidance activities to the students in the buildings to which he/she is assigned. Terms of employment are established by contract between the Board of School Directors and the Fairfield Education Association.

##### **QUALIFICATIONS:**

- Master's degree from an accredited institution..
- Pennsylvania certification in the category of guidance counselor.
- Other qualifications as may be desired by the Board of School Directors.

REPORTS TO: Elementary School Principal

EVALUATION: Evaluations will be conducted in accordance with district policy.

##### **PERFORMANCE RESPONSIBILITIES:**

- Develops and implements a drug and alcohol prevention/awareness program.
- Serves students in grades K through 4.
- Counsels with students, teachers, and parents individually and in groups.
- Consults regularly with the building principal and teachers.
- Refers to and coordinates activities with community agencies.
- Helps students recognize their assets and limitations, establish realistic and worthy goals, and develop sound plans for working toward them.
- Supervises the maintenance of the scholastic and personal records and the release of information to qualified individuals and agencies.
- Seeks out those students who have specific personal adjustment difficulties or academic problems and assists them.
- Cooperates with parents in helping to remedy their child's adjustment, educational, or emotional problems.

- Serves on district teams to determine proper student placement or assistance.
- Refers those students needing intensive diagnosis to pupil personnel specialists and/or community agencies.
- Participates in curriculum planning with the elementary school principal and teachers.
- Administers, evaluates and interprets standardized tests.
- Identifies exceptional students and provides educational experiences appropriate to their special needs.
- Performs all other duties as assigned by the Elementary School Principal.

**ESSENTIAL JOB FUNCTIONS:**

- Effectively communicates via oral, written, or electronic methods.
- Interacts with children in grades K-4 as a counselor.
- Uses computers, typewriters and other standard office equipment.
- Acts as a liaison between child and the appropriate agencies when mandated by law.
- Attends meetings or workshops away from school.

**FAIRFIELD AREA SCHOOL DISTRICT****TITLE: MIDDLE SCHOOL GUIDANCE COUNSELOR****POSITION DESCRIPTION:**

The Guidance Counselor is responsible for providing guidance activities to the students in the buildings to which he/she is assigned. Terms of employment are established by contract between the Board of School Directors and the Fairfield Education Association.

**QUALIFICATIONS:**

- Master's degree from an accredited institution.
- Pennsylvania certification in the category of guidance counselor.
- Qualifications as may be desired by the Board of School Directors.

**REPORTS TO:** Middle School Principal

**EVALUATION:** Evaluations will be conducted in accordance with district policy.



**PERFORMANCE RESPONSIBILITIES:**

- Develops and coordinates a student assistance team to help students deal with drug/alcohol or social problems.
- Serves students in grades 5 through 8.
- Counsels with students, teachers, and parents individually and in groups.
- Consults regularly with the building principal and teachers.
- Refers to and coordinates activities with community agencies.
- Helps students recognize their assets and limitations, establish realistic and worthy goals, and develop sound plans for working toward them.
- Supervises the maintenance of the scholastic and personal records and the release of information to qualified individuals and agencies.
- Seeks out those students who have specific personal adjustment difficulties or academic problems and assists them.
- Cooperates with parents in helping to remedy their child's adjustment, educational, or emotional problems.
- Serves on district teams to determine proper student placement or assistance.
- Refers those students needing intensive diagnosis to pupil personnel specialists and/or community agencies.
- Participates in curriculum planning with the Middle School Principal and teachers.
- Administers, evaluates and interprets standardized tests.
- Identifies exceptional students and provides education experiences appropriate to their special needs.
- Performs all other duties as assigned by the Middle School Principal.

**ESSENTIAL JOB FUNCTIONS:**

- Effectively communicates via oral, written, or electronic methods.
- Interacts with children in grades 5-8 as a counselor.

- Uses computers, typewriters and other standard office equipment.
- Acts as a liaison between child and the appropriate agencies when mandated by law.
- Attends meetings or workshops away from school.

## **FAIRFIELD AREA SCHOOL DISTRICT**

### **TITLE: HIGH SCHOOL GUIDANCE COUNSELOR**

#### **POSITION DESCRIPTION:**

The Guidance Counselor is responsible for providing guidance activities to the students in the buildings to which he/she is assigned. Terms of employment are established by contract between the Board of School Directors and the Fairfield Education Association.

#### **QUALIFICATIONS:**

- Master's degree from an accredited institution.
- Pennsylvania certification in the category of guidance counselor.
- Qualifications as may be desired by the Board of School Directors.

REPORTS TO: High School Principal

EVALUATION: Evaluations will be conducted in accordance with district policy.

#### **PERFORMANCE RESPONSIBILITIES:**

- Develops and coordinates a student assistance team to help students deal with drug, alcohol or social problems.
- Serves students in grades 9 through 12.
- Counsels with students, teachers, and parents individually and in groups.
- Consults regularly with the building principal and teachers.
- Refers to and coordinates activities with community agencies.
- Helps students recognize their assets and limitations, establish realistic and worthy goals, and develop sound plans for working toward them.

- Supervises the maintenance of the scholastic and personal records and the release of information to qualified individuals and agencies.
- Seeks out those students who have specific personal adjustment difficulties or academic problems and assists them.
- Cooperates with parents in helping to remedy their child's adjustment, educational, or emotional problems.
- Serves on district teams to determine proper student placement or assistance.
- Refers those students needing intensive diagnosis to pupil personnel specialists and/or community agencies.
- Participates in curriculum planning with the High School Principal and teachers.
- Seeks out businesses, industries and colleges that are currently hiring or looking for students and helps students make contact with them.
- Plans and supervises an opportunity for students to investigate career opportunities pulling from all avenues of the professional and non-professional job market.
- Administers, evaluates and interprets standardized tests.
- Identifies exceptional students and provides education experiences appropriate to their special needs.
- Performs all other duties as assigned by the High School Principal.

#### ESSENTIAL JOB FUNCTIONS:

- Effectively communicates via oral, written, or electronic methods.
- Interacts with children in grades 9 through 12 as a counselor.
- Uses computers, typewriters and other standard office equipment.
- Acts as a liaison between child and the appropriate agencies when mandated by law.
- Attends meetings or workshops away from school.
- Keeps abreast of current job market openings and various college requirements to counsel students on continuing education or entering the job market.

## Appendix A

### Fairfield Area School District – School Counselor Advisory Council List of Invitees for 2014 - 2015

<b>Name</b>	<b>Stakeholder</b>	<b>Email Address</b>
Alison Hess	Parent	hess.alison@yahoo.com
Barbara Richwine	Administrator	richwineb@fairfield.k12.pa.us
Becky Bequette	Parent	
Brian McDowell	Administrator	McDowellB@fairfield.k12.pa.us
Cheryl Sornson	MS Counselor	Sornsonc@fairfield.k12.pa.us
Danielle Mikesell-Redding	Elem Counselor	MikesellD@fairfield.k12.pa.us
Frances Bassett	Teacher	bassettf@fairfield.k12.pa.us
Gabrielle Roberts	Student	N/A
Grant Chesko	Student	N/A
Heather Swpoe	HS Counselor	Swopeh@fairfield.k12.pa.us
Jake Johnson	Community	jake@crossfitgettysburg.com
Janet Rapuano	Career Counselor	RapuanoJ@fairfield.k12.pa.us
Jay So	Community	master@nextstepma.com
Jess Spinks	Teacher	spinksj@fairfield.k12.pa.us
Judy Fox	Teacher	foxj@fairfield.k12.pa.us
Karen Kugler	Administrator	kuglerk@fairfield.k12.pa.us
Marcy VanMetre	Parent	mvanmetre@embarqmail.com
Mary Smith	Postsecondary	mlsmith@gettysburg.edu
Patty Weber	Administrator	Weberp@fairfield.k12.pa.us
Sara Ridley	Postsecondary	slridley@hacc.edu

**Appendix B****Fairfield Area School District – CTC Data**

Data: Fairfield students at ACTP & student retention

Year of Graduation	Level I Enrollment	Students Graduated	% Retained Through the Graduation
2010	7	5	72%
2011	18	13	72%
2012	18	15	83%
2013	10	8	80%
2014	19	15	79%
2015	17	14	82%