

Ambridge Area School District

339 Plan

909 Duss Avenue,

Ambridge PA 15003

**Chapter 339**  
**K-12 Guidance Plan**  
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## Chapter 339

### K-12 School Counseling Plan

#### Ambridge Area School Counselors and Assignments

##### Ambridge Area High School Counselors:

Chelsea Benedict, MA, NCC  
9-10<sup>th</sup> grade counselor (450/1)  
[cbenedict@ambridge.k12.pa.us](mailto:cbenedict@ambridge.k12.pa.us)

Phillip Goerig, MA  
11-12<sup>th</sup> grade counselor (450/1)  
[nsantini@ambridge.k12.pa.us](mailto:nsantini@ambridge.k12.pa.us)

##### Junior High School Counselor

Genifer Scaletta, MA  
6<sup>th</sup> and 7<sup>th</sup> and 8<sup>th</sup> grade counselor (500/1)  
[gscaletta@ambridge.k12.pa.us](mailto:gscaletta@ambridge.k12.pa.us)

##### Elementary:

Cory Bailey (1000/1)  
Elementary School  
[cory.bailey@ambridge.k12.pa.us](mailto:cory.bailey@ambridge.k12.pa.us)

### **Chapter 339 Executive Summary**

Pennsylvania School Code, Chapter 339, mandates a comprehensive and integrated K-12 school guidance counseling plan. “There shall be a written plan on file, approved by the local board of school directors, the development and implementation of comprehensive, sequential program of guidance services.” (22 § 339.31)

**District Mission Statement:**

The mission of the Ambridge Area School District is to be the "Bridge" to leading and learning, preparing students for the future through academic excellence!

The Ambridge Area School District's mission is to also prepare all students to become knowledgeable and contributing members of a global society through programs emphasizing high academic achievement and technological opportunities, develop a strong sense of self-worth, and appreciate diversity and the importance of service to others.

**Ambridge Area School Counseling Program Mission Statement:**

The Ambridge Area School Counseling Program supports the district's mission and vision statements and the ASCA (2015) National Model as a whole by supporting the academic, social and emotional needs of all students while respecting the diversity and uniqueness of all students. The counseling program focuses on a wide range of developmentally appropriate services and programs for all students and their parents and community, respectively. The enhancement of student competency in the academic, personal/social, and career domains shall be accomplished through an active developmental and sequential school-counseling program. The school-counseling program supports the development of responsible citizenship and independent learning for all students to prepare the student body for post-secondary and career success.

The AASD K-12 counseling department continues to build the skills, knowledge and attitudes necessary for our students to become healthy, productive adults. With a developmental School Counseling program, school counselors collaborate with faculty, parents, administrators, stakeholders and the community including business and post-secondary organizations to create an atmosphere where children's needs are met proactively through prevention and intervention (ASCA, 2005).

Through a comprehensive School Counseling program, all students have the opportunity to recognize their significant role in the school community and learn the skills necessary to maximize their educational and career potential as life-long learners.

**Philosophy of School Counseling Program:**

School counseling is a functional and integral part of the educational process for all students.

School counseling is a planned sequential program that includes those procedures, techniques, and materials that enable students to meet their full potential. The program is developmental in nature focusing on the social/emotional and academic needs of each student at every part of their development. Delivery of the school counseling services is provided by educationally qualified master level degree counselors in the field of school counseling, educators holding a professional certificate of education and as certified professional school counselors in a caring supportive and nurturing environment.

A developmental program in grades k-12 is based on the belief that all students should participate in activities that will assist in their optimal educational, personal, social and career development. Counseling consists of helping relationships between counselor, students, teachers, parents, administrators and community members.

**District Vision and Core Values:**

The Ambridge Area School District espouses the following core beliefs. The Ambridge Area School District Counseling Department supports these beliefs in our philosophy of school counseling.

1. All students can learn, but that the focus of learning should be personalized and individualized
2. A comprehensive school counseling program is an integral and important part of the overall educational program in the Ambridge Area School District
3. All students should have an equal opportunity to grow and succeed
4. The counselor should advocate for the needs of students first, closely followed by the needs of their parents
5. All students should have access to the school counselor and a preventative, developmentally appropriate, comprehensive school counseling curriculum
6. The Ambridge Area School Counseling Program delivery:
7. Will be informed by available school data in the academic, personal/social, and career domains

8. Will be implemented by the school counselors to every student in collaboration with teachers, parents, and administration
9. Will be evaluated by the use of results data, reflective practice, and administrative evaluation
10. The counseling advisory group will offer input into data based program content
11. The Ambridge Area School Counselors:
12. Shall abide by the code of ethics in their delivery of services as is advocated by the American School Counselor Association
13. Shall participate in ongoing professional development activities designed to increase and enhance both their skills and credibility in the performance of their duties within the school community.

**The Mission of the Pupil Services Department of the Ambridge Area School District:**

The Pupil Services Department supports the educational program for all students. Pupil Services delivery is a partnership among the educational system, family and community. The goal of this partnership is to promote the academic, social-emotional and career development by providing opportunities for each student to reach his or her fullest potential. All members of the pupil services team support this mission of delivery of services in these domains: developmental, diagnostic, intervention and referral; and consultation coordination.

The program also focuses on the ASCA (14) model of the following areas and categories/mindsets:

1. Academic Development – Standards guiding school counseling programs 1) Implement strategies and activities to support and maximize each student’s ability to learn.
2. Career Development – Standards guiding school counseling programs 1) Understand the connection between school and the world of work and 2) Plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.
3. Social/Emotional Development – Standards guiding school counseling programs 1) Help students manage emotions and learn and apply interpersonal skills.

Category 1: Mindset Standards: School counselors encourage the following mindsets for all students:

1. M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. M 2. Self-confidence in ability to succeed
3. M 3. Sense of belonging in the school environment
4. M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. M 6. Positive attitude toward work and learning
7. Category 2: Behavior Standards: Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.:
8. Learning Strategies / Self-Management / Social Skills
9. B-LS 1. Demonstrate critical-thinking skills to make informed decisions
10. B-SM 1. Demonstrate ability to assume responsibility
11. B-SS 1. Use effective oral and written communication skills and listening skills
12. B-LS 2. Demonstrate creativity
13. B-SM 2. Demonstrate self-discipline and self-control
14. B-SS 2. Create positive and supportive relationships with other students
15. B-LS 3. Use time-management, organizational and study skills
16. B-SM 3. Demonstrate ability to work independently
17. B-SS 3. Create relationships with adults that support success ; Use leadership and teamwork skills to work effectively in diverse teams ; Actively engage in challenging coursework Demonstrate the ability to balance school, home and community activities
18. B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
19. B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
20. B-SM 9. Demonstrate personal safety skills
21. B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
22. B-LS 10. Participate in enrichment and extracurricular activities

23. B-SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Ambridge Area School Counseling Program Goals: Annual Program Goals & Objectives**  
**School: Annual Program Goals and Objectives for Elementary, Middle and High School Level**  
**(Chart Below) Smart Goals, Academic, Career, Personal/Social**

| Smart Format   | Academic  | Career   | Personal/Social  |
|--|---|--|--|
| <p><b>SPECIFIC:</b><br/>What is the specific issue based on your schools' data?</p>                      | <p>Parents are not logging into the schools. Academic portal and or receiving communication on grades, 339 plans or taking part in understanding how to review academics. Poor log-in and SIS Parent portal rates. Develop and implement systemic parent communication in regards to how they can review their student's progress in Infinite Campus and understand steps in the 339.</p> | <p>Students are still undecided upon graduation and do not have a pathway upon graduation.</p> <p>Decrease students who are undecided at the end of their educational academic program, thus by decreasing the undecided rate upon graduation.</p> | <p>Increase rates of bullying, harassment and threats upon peers.</p> <p>We want to decrease the amount of disciplinary referrals form a K-12 level in the disciplinary portal in the SIS.</p>   |
| <p><b>MEASURABLE:</b><br/>How will we measure the effectiveness of our interventions?</p>                | <p>Based upon the number of parents who receive the communication and have accessed log-in rates to their parent portal in the SIS, and utilize the portal that holds the 339 and grades/academics.</p>   | <p>Students will record data on the SIS that they are entering a 4 or 2 year college, trade school, union, technical program or employment, and will not record that they are undecided upon graduation when post-test data is collected.</p>      | <p>Disciplinary referrals will be reduced in the overall SIS system at each grade level from the previous school years data used as a baseline. Students will participate in groups, the social-emotional goals listed above, and activities in the school counselor's calendar.</p>           |
| <p><b>ATTAINABLE:</b><br/>What outcome would stretch us but is still attainable</p>                      | <p>&gt;95% of families will log-in to the parent portal and will receive communication / sign-up in the SIS and show active / increased log-in.</p>   | <p>&lt;2% of the graduating class will choose undecided and have a pathway listed above on data collection.</p>  | <p>Disciplinary referrals will decrease by 25% from the baseline data of referrals from the previous school year.</p>  |
| <p><b>RESULTS:</b><br/>Is the goal reported in results- oriented data (process, perception, outcome)</p> | <p>Outcome data: We will use quantitative data to show how many % of parents created a portal account, reviewed grades, communication and the 339 plan.</p>   | <p>Outcome data: We will use quantitative data to show how many % of students that chose plans other than undecided upon graduation.</p>   | <p>Outcome data: We will use quantitative data to show how many % of referrals decreased from the baseline of the previous year of referrals. Perception: We will also do a pre-post test survey at the start of the year to see how students view bullying and a safe school environment.</p> |

|  |  |  |  |
|--|--|--|--|
| <b><u>TIMELINE:</u></b><br>When will the goal be accomplished? | At the end of each graduation academic year data will be collected to compare %. | At the end of each graduation academic year data will be collected to compare %. | At the end of each graduation academic year data will be collected to compare %. |
|--|--|--|--|

**Ambridge Area School Counseling Program Academic Goals:**

1. To enable all students to experience academic development
2. To enable all students to develop decision making competencies and career awareness
3. To assist students in issues of personal, social, emotional and development
4. Assist students and families in acquiring help from within the district and community when needed including assistance in: academic, social/emotional concerns, outside support agencies/counseling
5. Help students identify and develop an understanding of differences and responsibility in their interactions with others and prepare for adulthood.
6. Provide consultation and support services to students, parents and all staff on academic, college and career readiness and social/emotional domains.
7. Promote career readiness for every student in providing the knowledge, skills and encouragement/planning for students to achieve academic/future success in and outside the district
8. To provide classroom, small group and individual lessons on various topics based on needs assessment data and student driven need.
9. To provide orientation and services to prepare student as they transition and move through the school and academic system.
10. To identify, support and prevent potential academic, personal and social difficulties in and outside the district and to provide crises intervention when necessary.
11. Arrange Parent-Teacher conferences and support the student as a whole in the district.
12. Reduce drop out rates at the High School to less than 5% of the overall graduation class each school year.

**Ambridge Area School Counseling Program Academic Goals:**

Elementary

- Elementary Academic Program Goal: School Counselor – Students will learn the importance of study skills, attendance and academics in their learning. This includes class lessons at the elementary level with 95% of students being able to reflect 3 reasons why staying in school is important.
- Students will learn different areas of academics including: Arts, Business, Science, Math, Social Studies by the time they are in 5<sup>th</sup> grade by identifying electives and choosing electives for transition to 6<sup>th</sup> grade in their area of interest.
- K-5 students will identify 3 academic goals to achieve at the start of the school year with pre-post test measurements.
- 

Middle

- Middle School Academic Program Goal: Increase student’s knowledge of how to access their course grades online and career profile through Xello.
- SMART Goal: Increase the number of students who know how to use the online grade reporting systems from 0%-80% for the 2026-2027, and each year following.
- 3 Activities completed in XELLO by 95% of the student body
- COLLEGE and Career Visits increase to 95% by the time they reach 8<sup>th</sup> grade. This will be done by attendance and post-survey.



## High

- High School Academic Program Goal: Increase the number of students who have completed a college entry exam from 25% to 80% of students by 12<sup>th</sup> grade.
- Increase the number of students who have completed an AP level course from 25% to 75% by their 12<sup>th</sup> grade year based on enrollment.
- Increase the number of students who have participated in the PSAT 8/9 from 25% to 50% in the 2026-2027 school year, and each year following.
- Increase the number of students who have participated in the PSAT 10 from 25% to 75% in the 2026-2027 school year, and each year following.
- Increase the number of students who have participated in the ASVAB from 10<sup>th</sup>-12<sup>th</sup> grade year from 35% to 75% in the 10<sup>th</sup> grade, and 20% 11<sup>th</sup> grade and 12<sup>th</sup> grade to 75% in 2026-2027 school year, and each year following.
- SMART Goal: 95% of all students will develop a post-secondary plan prior to exit of their 12<sup>th</sup> grade year included but not limited to a 4 year, 2 year, work force, trade or military plan.
- Increase student's knowledge of how to access their course and career profiles through Everfi by 95% completed plans prior to 11<sup>th</sup> grade year.
- Failure letters will be sent out mid quarter and the end of each quarter for all students for 100% completion at the end of the 2026-2027 school year, and each year following.
- All 504/Chapter 15 students will complete 1 annual review and if needed academic review meeting second quarter for 100% completion.
- Decrease the number of students that are undecided to 5% of the 12<sup>th</sup> grade class.
- Increase all students to complete a collegboard account to 95% of completion.
- Increase guidance classroom lessons to review course selections, outlines and course of studies book to all 8-11<sup>th</sup> grade students by 98%.
- Include 98% of students to complete move-up day scheduling calendar to fulfill their schedule and outline their academic goals for graduation.
- 95% Students will complete EVERFI to obtain Post-Secondary credentials for ACT 158 graduation pathways

## Career:

### Elementary

- Elementary Academic Program Goal: To identify Career Goals via Career Cruising and programs through the K-5 Guidance Level at 95% participation goal.
- Career day will be held each school year at the K-5 grade level that identifies each career cluster and an employee from the career programs to speak to the students through hands on teaching and exploration.

### Middle

- Middle School Academic Program Goal: Increase awareness of careers within the 7<sup>th</sup> and 8<sup>th</sup> grade
- SMART goal: Increase awareness of career option in the 7<sup>th</sup> and 8<sup>th</sup> grade from 25%-2026-2027 to 95% in 2026-2027

## High

- High School Academic Program Goal: Increase the number of post-secondary career exploration exams offered to the 9-10<sup>th</sup> grade by 100% by implementation of the PSAT 8/9, PSAT 10 and ASVAB to the district level students.
- Increase the classroom guidance lessons to 95% of participation by completing a 4 year degree plan starting in 9<sup>th</sup> grade and ending in 12<sup>th</sup> with a career goal set by each student.
- Offer 4 additional parent nights to include: PSAT 8/9, PSAT 10, Financial Aide Night, 9-12<sup>th</sup> Grade College Planning/Career Night and 8-9<sup>th</sup> Grade Transition/CTC Night in 2026-2027 school year.
- SMART goal: Increase the number of post-secondary career exploration exams within the 10<sup>th</sup> grade to achieve 75% completion in 2026-2027, and each year following.
- High School Academic Program Goal: Increase the number of students who will begin surveys and inventories found on xello by 95% by the junior year of high school.
- SMART goal: 95% of 11<sup>th</sup> graders will utilize xello to commence a career exploration program by the end

of the school year.

- Information via Bridger Blast to the community will be sent every quarter to assist in connections via the community and High School for 100% completion in 2026-2027.
- 100% of 9-11<sup>th</sup> grade students will be granted the opportunity to tour the BCCTC and CCBC Academies each school year for post-secondary advanced opportunities.
- All 9<sup>th</sup> grade students will complete a 4-year academic and career goal with 95% of completion as a goal via grade levels in Everfi.

### **Personal/Social:**

#### Elementary

- Elementary: Students will participate in classroom guidance lessons using Second Step Curriculum to teach about social/emotional learning. Students will complete pre and post-test surveys to share their knowledge. It is a goal for 95% of the students total body to complete the lessons and pre-post test survey.
- Students will identify coping strategies and healthy ways to manage emotions including anger in the classroom setting. Students will list 10 strategies they can use in the classroom with the counselor during in class meetings.
- Counselor will hold 3 specific groups targeting specific needs each year by Needs Assessment given out to the parents/students at the start of each academic school year.
- Elementary students will participate in groups for Rachels challenge to reach 95% student body K-5

#### Middle

- Middle School Personal/Social Goal: Increase the knowledge of suicide awareness, prevention and support in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade
- SMART goal: Increase from 0 lessons in 2026-2027 provided by the School Counseling department, The Prevention Network on suicide awareness.
- Middle School Personal/Social Goal: Increase the knowledge of unhealthy relationships, including dating violence, prevention and support in 9<sup>th</sup>-11<sup>th</sup> grade.
- SMART Goal: Increase from 0 lessons in 2026-2027 provided by the School Counseling department, and Dr. Cucca from the Demi Brae foundation, on prevention and support in a grade level assembly or school wide assembly.

#### High

- High School Personal/Social Goal: Increase overall awareness and reporting to a safe environment for 95% of the student body in each grade level.
- Rachel' Challenge Program – Student body will complete 4 activities at the District Level at the HS for Rachel's Challenge. It will be measured by completion to the student body and activity.
- Increase to 95% of the student body learning the safe-2-say program to report bullying in a safe and supportive manner.
- Increase guidance awareness with the school counseling department with the community at parent nights included but not limited to: 8-9<sup>th</sup> Grade Transition Night (January), Community Night, 9-12<sup>th</sup> Grade College Planning/Career Night (September), Financial Aid Night (October) and PSAT 8/9, PSAT 10 and ASVAB night (January).
- Bridger quarterly blasts will relay any informational parent nights on social/emotional support each quarter to bridge the gap between the district and the community by 100% at the end of the 2026-2027 school year.
- Parents will be offered assistance in the social/emotional community including school approved counseling agencies, positive steps and the HELP team 100% of the time they are requested during meetings that are held to support the social/emotional needs of a the student. They will also be provided with SAP if requested 100% of the time. The SAP team will meet bi-weekly to review any social / emotional needs of the students as a whole.

### **Stakeholders:**

The Ambridge Area School District School Counselors will work with many groups in developing a K-12 comprehensive counseling program that addresses the needs of the students in our district. Below are our specific stakeholders identified:

**Ambridge School District:**

Dr. Joseph Pasquerilla – Superintendent of Ambridge School District  
Dr. Amy Filipowski – Assistant Superintendent / Director of Pupil Services  
Dr. Janice Zupsic – High School Principal  
Mr. David DiCaprio – Middle School Principal  
Mrs. Stephanie Hull – Elementary School Principal  
Mrs. Jo Ann Hoover – Elementary School Principal /Homeless Liaison  
Mrs. Aphrodite Galitsis – Elementary School Principal  
Mr. Kent Withrow – High School Math Teacher  
Mrs. Bonnie DeAngelis – Special Education / Transition Coordinator High School  
Mr. Todd Hartman – High School Music Teacher /Band  
Mr. Carl Baker – Middle School Social Studies Teacher  
Mr. Ken Grafton – Middle School Social Studies Teacher  
Mrs. Brittany Graft – Middle School Social Studies Teacher  
Mrs. Heidi Bober – Special Education Teacher Middle School  
Ms. Chelsea Benedict – School Counselor High School  
Mr. Phillip Goerig – School Counselor High School  
Mrs. Genifer Scaletta – School Counselor Middle School  
Mr. Cory Bailey – School Counselor Elementary School  
Mrs. Miranda Swartz – School Psychologist  
Mrs. Stephanie Haase – School Social Worker  
Ms. Sarah Schaffer – School Social Worker

**Prevention Specialists at each district:**

Mrs. Linda Prevost Full Time High School SAP / Prevention Specialist  
Anthony Millner – Middle School / Sarah Gardner – Elementary School

**Students:** Caroline Dobich / Deont'E McIntosh / Sana Haidasse / Michael Guy / Idalia Grande-Reyes

**Ambridge Area School District Board of Directors 2025:**

Mr. John Carpenter – President  
Mrs. Valerie Scott – Vice President  
Mr. Garret Kovacevic – Treasurer  
Mrs. Cathy Fischer  
Miss Amy Fitsko  
Mrs. Mary Jo Kehoe  
Mrs. Kelly Romasco  
Mr. Matt Zatchey  
Ms. Megan Turnbull – Solicitor  
Mrs. June Mueller – Board Secretary

**Ambridge School District Parents:**

Deborah Scheib  
Rebecca Speicher  
Michael Antolic

**Community Members:**

Mrs. Felicia Mycyk – Ambridge High School Community Liaison / Ambridge Track and Field Coach  
Mrs. Lia Hazelwood – CCBC Dual Enrollment Academies / CCBC Liaison  
Officer Anthony Phan – School Resource Officer / Ambridge Police Department Liaison

**Ambridge Area School District Board of Directors:**

The role of the Ambridge Area School Board of Directors is to support the school-counseling program in the delivery of programs and services to students that enhance their academic, personal/social, and career skill development. The Board establishes policies that protect the safety and well-being of students, as well as graduation criteria. School counselors, as agents of action on behalf of all students, represent the Board in their interactions

with students. School Board members sit as committee participants on the Beaver County Career and Technology Center Board and as members of District level School Counseling Advisory Committees.

**Administration- District and Building:**

The Ambridge Area School Counseling Department is overseen by the building level administration and the Assistant Superintendent. Department meetings are held to discuss academic, personal/social and career programming, intervention and responsive service strategies and systems planning. In addition, they support the program through collaboration and consultation.

**Principals:**

Principals and school counselors regularly meet to discuss the needs of students and families and to determine the best match of services for identified needs. School counselors and principals collaborate to develop master schedules for their buildings and establish and implement protocols for scheduling. The support of administrators contributes greatly to the success of the school counseling program through their communication, collaboration, and advocacy,

**Teachers:**

School counselors collaborate with teachers to provide instruction and assistance to students in the classroom on topics identified by the American School Counselor Association standards and the Pennsylvania Career Education and Work Standards. School counselors establish appropriate interventions for students through the Student Assistance Program (SAP), team meetings, and learning teams. Initial placement of students into classes and courses is accomplished by the school counselors based upon available data at enrollment. School counselors advocate regularly for student rights and privacy with teachers.

**Students:**

AASD students will benefit from the program by learning how to set goals, problem solve, develop interpersonal skills, understand career development, and determine post-secondary goals. The students will also understand the importance of their own achievement in the areas of academic, career and personal/social development. Students and the other stakeholders will collaborate on reaching goals within the three domains (Academic, Career, Personal/Social.) Students will be encouraged to take ownership of their success in school and post-secondary plans from kindergarten through 12th grade and beyond.

The program will be delivered to students through a variety of resources provided through the school counseling program and through other stakeholders. Information will be delivered through individual meetings, group meetings, classroom meetings, and grade level meetings based on the topic being discussed. Students will also cover topics related to academic, career and personal/social development in the classroom setting with an educator leading the discussion. Business/community members and post-secondary representatives will also have the opportunity to meet with students to discuss goals. Students will also have the opportunity to attend field trips and assemblies that reflect these goals. The counseling website is also a resource of information for students. Students will be able to provide feedback to the counselors regarding the program effectiveness, which will help the counselors align the program to fit the needs of the students.

The student role in the Ambridge Area School Counseling Program is the most vital role. All students have access to their school counselor for individual or group meetings. Students also interact with school counselors during presentations, classroom lessons, field trips, scheduling events, and a variety of other school based functions. School

counselors are responsible for the confidentiality of student records and for the dissemination of student information from one level to the next in an appropriate manner. Students can contribute to the school counseling program by taking an active role in interactions with their counselors.

Students receive services and curriculum from the school counselors in individual, small group, and classroom format. School counselors are accessible to all students for academic, social-emotional, or career consultation as needed. School counselors are responsible for the confidentiality of student records and for the dissemination of student information during times of building transition. Students benefit from school wide tier one interventions that the counselors help to develop through the School Wide Positive Behavior Support System and through Multi-Tiered Systems of Support.

How will the students help us deliver the counseling program?

Students are active members of the school counseling program. They support program goals by:

- acting as mentors for other students
- participating in individual planning
- completing interest inventories and developing career plans
- being members of advisory council
- providing feedback on the effectiveness of lessons
- completing surveys to help us identify needs

#### **SMART GOALS: STAKEHOLDERS:**

**Parents/Guardians:** Parents/guardians will benefit from by the program by having access to resources and other stakeholders that can provide knowledge on how their student can achieve goals in the academic, career and personal/social domains. Parents/guardians can work collectively with counselors to ensure student success in each of these areas. Parents/guardians benefit from consultative services from counselors who provide effective communication regarding student progress, and address a variety of issues related to school counseling services.

The program will be delivered to parents/guardians through a variety of resources provided through the school counseling program and through other stakeholders. Information will be delivered through individual meetings, family meetings, and staffing meetings that include other educators. Parent Nights are also scheduled throughout the year that cover academic and post-secondary topics. The counseling website is also a resource of information for parents/guardians. The parents will be partners with the counselors in the academic, career and personal/social growth of their children and will provide feedback for improving the program's effectiveness.

**Stakeholder: Parents:** Parents are active participants in the school counseling program. Parents are invited to collaborate regularly in the decision making process related to their child's needs. The school counseling program offers parents a variety of different tools and resources. Counselors are available to meet with parents throughout the year through meetings, presentations, phone/email, and other school based functions. School counselors serve as 'child advocates' by partnering with families to identify, plan and implement services appropriate for all individual learners. School Counselors provide both proactive, and reactive services to assist families with:

- Academic/career planning
- Behavioral support both in and outside of the school
- Parenting support when needed
- Mental Health referrals
- Understanding developmental growth of children
- Provide psycho-educational support aimed at increasing familial awareness of potential issues and development of consequential intervention strategies

- Interagency coordination between educational, mental health, juvenile justice and child welfare services.

**Stakeholder Educators:** Educators will benefit from the program by having access to resources and other stakeholders that can provide knowledge on how their students can achieve goals in the academic, career and personal/social domains. Teachers and administrators will work collectively with school counselors to develop and implement program initiatives and goals to support student achievement and present a positive learning climate. The program will be delivered to educators through a variety of resources provided through the school counseling program and through other stakeholders. Information will be delivered through individual meetings, department meetings, grade level meetings, and inservice programs for the full staff. Educators will attend assemblies and escort student field trips that cover topics related to achievement in the academic, career, and personal/social domains. Educators will work cooperatively, communicate effectively and have an understanding of each other's programs as well as the counseling program in order to facilitate personal and educational growth of students.

**Business/Community Representatives:** The community and local businesses are invested in the welfare and success of the school counseling program. There are connections between the academic, personal/social, and career objectives of the successful school counseling program and the surrounding community. Businesses and the community help support the school counseling program through work studies, job shadows and internships, and providing resources to students and the school counseling department.

**Post-Secondary Partners:** Ambridge Area School District communicates with a variety of post-secondary institutions and resources. Numerous colleges and universities visit through the school year so that students have access to learn more about the opportunities available to them. School counselors assist students with the application and planning process.

**Post-Secondary:** Post-secondary institutions will benefit from our program by further educating or employing students who have participated in a comprehensive counseling and career exploration program, allowing them to have a concrete understanding of their future plans. Having the knowledge to make appropriate and well thought out decisions will decrease the likelihood of students who change jobs, colleges or majors frequently.

Students will have the opportunity to attend school sponsored field trips to explore post-secondary options, and will be excused from school to have the opportunity to visit post-secondary campuses, military recruitment offices, and job sites for shadowing experiences. Local college fair attendance will also be encouraged.

Post-secondary representatives will be able to visit with interested students in the Guidance Office and through classroom presentations. Post-secondary institutions will work in conjunction with the school and the counseling program to expose our students to opportunities including 2 or 4 year colleges, trade schools, military, and careers.

Stakeholders: Parents: The K-12 guidance program will expand the knowledge base of parents/guardians and their understanding on how to best help students experience a successful education while remaining engaged in the process and exploring future career options and planning available to students at the school. Parents are significant components of the K-12 guidance plan by seeing the value of the plan and helping assist in striving towards career goals.

| "Big Idea" | Program Goals<br>(SMART Format) | CEW<br>Stand<br>ards | Grad<br>e<br>Level | Activities /Event<br>Description | Data to<br>Measure<br>Impact | Timeline<br>Beginning &<br>End |
|------------|---------------------------------|----------------------|--------------------|----------------------------------|------------------------------|--------------------------------|
|------------|---------------------------------|----------------------|--------------------|----------------------------------|------------------------------|--------------------------------|

|   |  |             |       |  |  |  |
|---|--|-------------|-------|--|--|--|
| Educate parents about the Chapter 339 Plan and our K-12 Guidance Program. | Increase awareness of the Chapter 339 Plan and the K-12 Program from 35% to 90% of our parents in /2026-2027 and each year after.        | 13.1 - 13.4 | K-12  | Include information about the Chapter 339 Plan and the K-12 Program in scheduling meetings with parents and an Administrative Parent / Curriculum Meeting Night.<br><br>Presentations to parents during Freshman orientation, kindergarten orientation, and transition level orientations held at 11:00am. | Question/<br>Answer                      | Fall 2026<br>Fall 2027<br>Fall 2028  |
|   | Increase awareness of the 339 plan and how to access the SIS portal for grades.  |             |       | Update/Add information about the K-12 Program on the website.  | Attendance                               | Summer / Fall  |
| Educate parents about the student career plan                             | Increase awareness of the student career plan from 25% to 80% of our 8th grade parents in 2026 – 2027, and each year after until 2028.   | 13.1 - 13.4 | 8     | Discuss the student career plan at the 8th to 9th grade transition night/freshman orientation/career planning.<br><br>Students will participate in a move-up day end of year with transition schedules.  | Question/<br>Answer                      | Fall 2026-2027<br><br>Spring 2025<br>Spring 2026<br>Spring 2027<br>Spring 2028 |
| Educate parents on Career Opportunity Exploration testing                 | Increase awareness and career and academic exploration from 25% to 95% of students of 10 <sup>th</sup> grade students.                   | 13.1 - 13.3 | 9 -12 | ASVAB Career Exploration Speaker to parents/Students will sit for the exam and participate in interpretation of test results related to career paths. Students will sit for the PSAT exam.   | Question/<br>Answer<br><br>Pre-Post Test | Fall 2026-<br>Spring 2028  |
| Educate parents about BCCTC programs and all post-secondary options       | Increase awareness of BCCTC programs and post-secondary options within 80% of our parents in 2026 – 2027, and each year after until 2028 | 13.1 - 13.3 | K-12  | Include information about BCCTC programs and post-secondary options at scheduling meetings. Bridger Blast and 8-9 <sup>th</sup> grade transition night to include BCCTC.   | Question/<br>Answer                      | Winter 2026-2027   |

Stakeholders: Educators: By creating a comprehensive K-12 guidance plan, our educators will benefit by having resources and data showing how career goals, future trends in careers and planning can benefit the student body as a whole from K-12. They will be an integral part by facilitating guidance lesson plans in academic, social and emotional and career domains with data follow-up.

| “Big Idea”   | Program Goals (SMART Format)  | CEW Standards | Grade Level | Activities/Event Description   | Data to Measure Impact   | Timeline Beginning & End            |
|--|---|---------------|-------------|--|--|-------------------------------------|
| Educate faculty/administration about the Chapter 339 Plan and our 6-12 Program | Increase awareness of the Chapter 339 Plan and the K-12 Program from 50% to 95% of our educators in 2026 – 2027, and each year after until 2028 | 13.1 - 13.4   | K-12        | Presentation to the faculty/administration at an in-service to review the 339 Plan and the K-12 Plan.  | Question/Answer Number of staff attending professional development meetings. | Fall 2026<br>Fall 2027<br>Fall 2028 |
| Educate and inform faculty/administration about the student career plan        | Increase awareness of the student career plan from 25% to 95% of our educators 2026 – 2027, and each year after until 2028                      | 13.1 - 13.4   | K-12        | Presentation to the faculty/administration at an in-service to review the student career plan.   | Question/Answer  | Fall 2026<br>Fall 2027<br>Fall 2028 |
| Connect faculty and administration to the BCCTC and CCBC programs.             | Increase awareness of BCCTC and CCBC programs within 95% of our educators 2026 – 2027, and each year after until                                | 13.1 - 13.3   | K-12        | Presentation to the faculty/administration at an in-service to review the programs at BCCTC and CCBC through a presentation by a CTC representative and CCBC representative. | Attendance rate  | Fall 2026<br>Fall 2027<br>Fall 2028 |
| Educate parents and staff on post-secondary options                            | Increase awareness of post-secondary options within 80% of our parents and staff 2026 – 2027, and each year after until 2028                    | 13.1 - 13.3   | K-12        | Invite parents and staff to the post-secondary college and career fair.<br>9-12<br>6-8 Invite parents to be presenters at the middle level career day                        | Attendance   | Fall 2026<br>Fall 2027<br>Fall 2028 |



Stakeholders: Students: Students will benefit from gaining links to post-secondary options, and identify resources available to them in all facets. As students engage in grade focused goals, they will learn options for growth in all areas including social/emotional, career and academic.

| “Big Idea”   | Program Goals (SMART Format)   | CEW Standards | Grade | Activities /Event Description  | Data to Measure Impact   | Timeline Beginning & End                          |
|--|--|---------------|-------|--|--|---|
| Continue to expand the post-secondary college and career fair to all students grades 9-12. | Increase awareness of post-secondary options within 95% of our 9th - 12th grade students in 2026 – 2027, and each year after until | 13.1 - 13.4   | 9-12  | Coordinate new post-secondary college and career fair for high school students.  | Attendance / Pre-Post test of future plans/goals and awareness | Fall 2026<br>Fall 2027<br>Fall 2028               |
| Continue to expand our Develop Career Day  | Increase awareness of careers within 95% of our kindergarten to 8th grade students in 2026 – 2027, and each year after until 2028. | 13.1 - 13.4   | 6-8   | Coordinate new presenters and participants. Presenters will discuss their careers with students.   | Attendance<br>Pre-Post test data                               | Spring 2026<br>Spring 2027<br>Spring 2028         |
| Continue to expand Career Opportunity Exploration  | Increase awareness and career and academic exploration from 25% to 95% of students of 10 <sup>th</sup> grade students.             | 13.2.10       | 10    | ASVAB Career Exploration Speaker to parents/Students will sit for the exam and participate in interpretation of test results related to career | Attendance   | Fall 2026 – Spring 2027<br>Fall 2027- Spring 2028 |

|   |   |                            |            |  |                                       |  |
|---|---|----------------------------|------------|--|---------------------------------------|--|
| <p>School Counselor added at the elementary level in the 2023 school year. Since the implementation of the counselor, goals for social/emotional learning were developed:</p> | <p>Elementary: Students will participate in classroom guidance lessons using Rachel's Challenge Curriculum to teach about social/emotional learning. Students will complete pre and post-test surveys to share their knowledge. It is a goal for 95% of the students total body to complete the lessons and pre-post test survey. Second step curriculum will be used to supplement when needed. Students will identify coping strategies and healthy ways to manage emotions including anger in the classroom setting. Students will list strategies they can use in the classroom with the counselor during in class meetings guided by Rachel's challenge.</p> | <p>13.2.3 –<br/>13.3.3</p> | <p>K-5</p> | <p>Rachel's Challenge In Class Meetings</p> <p>Second Step Curriculum to Supplement Rachel's Challenge as per need basis</p> | <p>Pre-Post Test Needs Assessment</p> | <p>Fall 2026<br/>Fall 2027<br/>Fall 2028</p> |
|---|---|----------------------------|------------|--|---------------------------------------|--|

|  |   |                        |            |   |   |  |
|--|---|------------------------|------------|---|---|--|
| <p>Connect an outside resource to students and staff member(s) to build career development programming</p> | <p>At each level, two new resources related to career development will be utilized in regards to curriculum</p> | <p>13.2.3 B</p>        | <p>K-5</p> | <p>Elem: Rachel's Challenge Curriculum as the main information used to connect when learning of soft skills needed for careers<br/>The Second Step Curriculum resource will be added to our career curriculum planning in order to align our career lessons with each K-4 science/social studies units.</p> <p>Elementary Academic Program Goal: School Counselor – Students will learn the importance of study skills, attendance and academics in their learning. This includes class lessons at the elementary level with 95% of students.</p> <p>Students will learn different areas of academics including: Arts, Business, Science, Math, Social Studies by the time they are in 5th grade by identifying electives and choosing electives for transition to 6th grade in their area of interest.</p> | <p>50% of staff will utilize this resource for 1 lesson.<br/>95% Student Body</p> | <p>September - June<br/>September - June<br/>May</p> |
|  |   | <p>13.1.8<br/>ABCD</p> | <p>6-8</p> | <p>MS: Counselors will collaborate on existing classroom projects to incorporate career resources aligned to 339 plan<br/>Continue scheduling career related activities which involves the entire building 6-8 students and staff.</p>  | <p>Pre and post test</p>  | <p>August- June</p>                                  |

|  |  |                 |          |   |  |   |
|--|--|-----------------|----------|---|--|---|
|  |  | 13.1.11<br>ABCD | 9-<br>12 | <p>HS: Students will establish relationships with college and career representatives starting in their 9<sup>th</sup> grade and continuing each year.</p> <p>HS: All students will schedule for the upcoming school year utilizing in class guidance meetings / ASVAB results / SAT / PSAT / ACT Career Results</p> | <p>90% of students will graduate with post secondary plans</p> <p>75% student body from 9-11 will participate in a career assessment</p> | <p>August – June</p> <p>August – June</p> |
|--|--|-----------------|----------|---|--|---|

## CTE Guidance Service Activities

### Student Awareness

| Grade             | Intervention/<br>Program/Events   | Stakeholder<br>Delivering         | Data Used<br>Success Indicator               | Begin & End                                      | Contact<br>Person               |
|-------------------|---|-----------------------------------|--|--|---------------------------------|
| K-4 <sup>th</sup> | Partner with employees in career related clusters including agriculture, education, manufacturing, etc. for career day. | Elementary Counselor and Teachers | No. of students in attendance                | September – June<br>(Throughout the School Year) | Cory Bailey                     |
| 5 <sup>th</sup>   | Classroom Guidance Lesson on Course of Studies for Scheduling   | School Counselor                  | No. of students scheduled in Infinite Campus | December   | Cory Bailey                     |
| 6 <sup>th</sup>   | Classroom Guidance Lesson on Course of Studies for Scheduling   | School Counselor                  | No. of students scheduled in Infinite Campus | December   | Genifer Scaletta                |
| 7 <sup>th</sup>   | Classroom Guidance Lesson on Course of Studies for Scheduling   | School Counselor                  | No. of students scheduled in Infinite Campus | December   | Genifer Scaletta                |
| 8 <sup>th</sup>   | Classroom Guidance Lesson on Course of Studies for Scheduling   | School Counselor                  | No. of students scheduled in Infinite Campus | December   | Chelsea Benedict & Gen Scaletta |
| 9 <sup>th</sup>   | Classroom Guidance Lesson on Course of Studies for Scheduling   | School Counselor                  | No. of students scheduled in Infinite Campus | December   | Chelsea Benedict                |
| 9 <sup>th</sup>   | BCCTC/CCBC Cosmetology Program Tour/Shadow  | BCCTC/CCBC                        | No. of students in attendance                | October  | Chelsea Benedict                |
| 10 <sup>th</sup>  | BCCTC/CCBC Cosmetology Program Tour/Shadow (All shops)  | BCCTC/CCBC                        | No. of students in attendance                | October  | Chelsea Benedict                |
| 11 <sup>th</sup>  | BCCTC/CCBC  | BCCTC/CCBC                        | No. of students in                           | October  | Phillip Goerig                  |

|                     |   |                  |  |          |                |
|---------------------|---|------------------|--|----------|----------------|
|                     | Cosmetology Program<br>Tour/Shadow                                  |                  | attendance   |          |                |
| 10-11 <sup>th</sup> | Classroom Guidance<br>Lesson on Course of<br>Studies for Scheduling | School Counselor | No. of students<br>scheduled in Infinite<br>Campus | December | Phillip Goerig |

## Parent Awareness

| Grade              | Intervention/<br>Program/Events   | Stakeholder<br>Delivering                              | Data Used<br>Success Indicator | Begin & End | Contact<br>Person                    |
|--------------------|---|--|--------------------------------|-------------|--------------------------------------|
| K-4                | Elementary Orientation  | School Counselor /<br>Administration /<br>BCCTC Staff  | Attendance                     | September   | Cory Bailey                          |
| 5-8 <sup>th</sup>  | Middle School<br>Orientation  | School Counselor /<br>Administration /<br>BCCTC Staff  | Attendance                     | September   | Genifer Scaletta                     |
| 9-12 <sup>th</sup> | High School Orientation   | School Counselor /<br>Administration /<br>BCCTC Staff  | Attendance                     | September   | Chelsea Benedict<br>/ Phillip Goerig |
| 6-8 <sup>th</sup>  | BCCTC Open House  | School Counselor /<br>BCCTC Staff                      | Attendance                     | October     | Genifer Scaletta                     |
| 9-12 <sup>th</sup> | BCCTC Open House  | School Counselor /<br>BCCTC                            | Attendance                     | October     | Chelsea Benedict                     |
| 9-12 <sup>th</sup> | Parent Night:<br>Understanding Career<br>Pathways at the High<br>School Level | CCBC / BCCTC /<br>School Counselor /<br>Administration | Attendance                     | December    | Educational<br>Team                  |

## Educator Awareness

| Grade              | Intervention/<br>Program/Events   | Stakeholder<br>Delivering        | Data Used<br>Success Indicator                               | Begin & End      | Contact<br>Person                    |
|--------------------|---|----------------------------------|--|------------------|--------------------------------------|
| K-4                | BCCTC/CCBC Tour   | Counselors and<br>Administration | BCCTC/CCBC<br>Attendance                                     | September        | Cory Bailey                          |
| 5-8 <sup>th</sup>  | All middle school<br>counselors will attend<br>annual BCCTC<br>counselors meeting for<br>updates to programming | Counselors and<br>Administration | Attendance   | August/September | Genifer Scaletta                     |
| 9-12 <sup>th</sup> | All high school<br>counselors will attend<br>annual BCCTC<br>counselors meeting for<br>updates to programming   | Counselors and<br>Administration | Attendance   | August/September | Chelsea Benedict<br>/ Phillip Goerig |
| 9-12 <sup>th</sup> | In-Service Presentation<br>on BCCTC with guest<br>speaker from BCCTC  | Counselors                       | Counselor /<br>Administration /<br>BCCTC Staff<br>Attendance | TBD              | Chelsea Benedict                     |

## Business / Community

| Grade              | Intervention/<br>Program/Events  | Stakeholder<br>Delivering                          | Data Used<br>Success Indicator | Begin & End     | Contact<br>Person                    |
|--------------------|--|--|--------------------------------|-----------------|--------------------------------------|
| K-4                | Pair and increase partnership with businesses and career speakers to come and participate in career day with students                                | Counselors and Administration<br>Business Partners | Attendance of students         | September - May | Cory Bailey                          |
| 5-8 <sup>th</sup>  | Continue to engage in businesses and partners to come in and speak to students on career day   | Counselors and Administration<br>Business Partners | Attendance of students         | September - May | Genifer Scaletta                     |
| 9-12 <sup>th</sup> | Continue to engage in businesses and partners to come in and speak to students on employment opportunities after school                              | Counselors and Administration<br>Business Partners | Attendance                     | January – May   | Chelsea Benedict<br>/ Phillip Goerig |
| 9-12 <sup>th</sup> | In-Service Presentation on BCCTC with guest speaker from BCCTC and organizations that represent the trades and training represented by BCCTC careers | Counselor /<br>Administration /<br>BCCTC Staff     | Pre and Post Test              | December        | Chelsea Benedict                     |

## Post-Secondary Institutions

| Grade              | Intervention/<br>Program/Events  | Stakeholder<br>Delivering                                   | Data Used<br>Success Indicator                 | Begin & End     | Contact<br>Person                    |
|--------------------|--|---|--|-----------------|--------------------------------------|
| K-4                | Field trips and tours for students to see options available after graduation in CTE Related Fields   | Counselors and Administration<br>Post-Secondary Institution | Attendance of students                         | September - May | Cory Bailey                          |
| 5-8 <sup>th</sup>  | Continue to engage in secondary schools, training and technical programs for exposure to all students for CTE training programs and institutions | Counselors and Administration<br>Post-Secondary Institution | Attendance of students                         | September - May | Genifer Scaletta                     |
| 9-12 <sup>th</sup> | Continue to engage in visits to the High School and partners to come in  | Counselors and Administration<br>Post-Secondary             | Attendance / Visits<br>with the representative | January – May   | Chelsea Benedict<br>/ Phillip Goerig |

|                    |   |   |                        |          |                  |
|--------------------|---|---|------------------------|----------|------------------|
|                    | and speak to students on post-secondary options after graduation and CTE training                                   | Institution                                       |                        |          |                  |
| 9-12 <sup>th</sup> | Provide additional hard copy materials for students to take home and review for exposure to different opportunities | Counselor / Administration / Post-Secondary Staff | % Materials Handed Out | December | Chelsea Benedict |

### V. Role of the School Counselor

The Ambridge Area School District School Counselors shall abide by the code of ethics in their delivery of services as is advocated by the American School Counselor Association (ASCA).

#### As a Leader:

School counselors serve as leaders who are engaged in system-wide change to ensure student success. School counselors assist students in developing the skills to reach their full potential and by addressing barriers to their own personal successes. Through communication, collaboration, and advocacy, school counselors contribute to an overall positive school climate for the students, the staff, the school, and the district.

#### As an Advocate:

The Ambridge Area School District's counselors promote student achievement by advocating for students' academic, career, and personal/social developmental needs. The AASD counselors are advocates that have the ability to impact attitudes, policies, and practices to reduce or eliminate barriers so that students can be successful in meeting their career, personal/social, and academic needs.

#### The AASD counselors demonstrate advocacy by:

1. Conducting individual, small group, and large group lessons and activities to assist students in removing barriers to their success.
2. Responding to students needs in a prompt and professional manner that addresses students' needs while in crisis.
3. Assessing the need for internal and external mental health referrals for students when appropriate.
4. Promoting and designing a proactive approach that strives to meet the needs of all students.
5. Identifying community resources and building partnerships that can be utilized to bolster student achievement.

Through advocacy, school counselors assist students and their families in reaching and setting their academic, personal, and career goals. School counselors support students and their families in addressing any needs or challenges that students are facing. School counselors believe, support, and promote every student's goal to achieve success in school.

#### As a Collaborator:

School counselors work with all stakeholders, both inside and outside the school system. In collaboration with students, teachers, parents, and other school staff, school counselors assist students with achieving their goals and reaching their full potential. Collaboration allows school counselors to increase their effectiveness, and allows their program to be supported and delivered by all stakeholders.

## **Section V: Role of School Counselor continued**

The role of the Ambridge Area School District School Counselor is to be a leader, advocate, collaborator, and an agent of systemic change. School counselors serve as leaders by effectively managing and implementing a comprehensive developmental school counseling program. The Ambridge Area school counselors work with students and their families, administrators, community groups, and post-secondary institutions and are called to leaders in various ways.

### **Leader:**

The AASD school counselors continuously work on designing, implementing, and analyzing a comprehensive K-12 school counseling program. As part of this process, we analyze program results. (re: curriculum, small group, classroom guidance, etc.) and follow ASCA Ethical Standards for School Counselors to demonstrate high standards of integrity, leadership, and professionalism.

### **The Ambridge Area School District's counselors demonstrate leadership by serving as members on the:**

1. Student Assistance Team
2. Crisis Management Team
3. Pupil Service Team
4. Student Council
5. NJHS/NHS
6. Scholarship Committees
7. Educational Advisory Committee consultants
8. Senior Awards Ceremony Team
9. BrainSteps/Concussion Management Team
10. 504/Chapter 15 Coordinators
11. Testing Coordinators
12. Orientation Coordinators
13. New Student Entry
14. Graduation Coordinators
15. State Testing Coordinators and Consultants
16. Special Education Team
17. Scheduling Team

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every



Student

Each of the following standards can be applied to the academic, career and social/emotional domains that the AASD School Counselors have fulfilled:

**Category 1: Mindset Standards**

School counselors encourage the following mindsets for all students.

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2. Self-confidence in ability to succeed

M 3. Sense of belonging in the school environment

M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M 6. Positive attitude toward work and learning

**Category 2: Behavior Standards**

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies / Self-Management Skills / Social Skills

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-SMS 1. Demonstrate ability to assume responsibility

B-SS 1. Use effective oral and written communication skills and listening skills

B-LS 2. Demonstrate creativity

B-SMS 2. Demonstrate self-discipline and self-control

B-SS 2. Create positive and supportive relationships with other students

B-LS 3. Use time-management, organizational and study skills

B-SMS 3. Demonstrate ability to work independently

B-SS 3. Create relationships with adults that support success

B-LS 4. Apply self-motivation and self-direction to learning

B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards

B-SS 4. Demonstrate empathy

B-LS 5. Apply media and technology skills

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

B-SS 5. Demonstrate ethical decision-making and social responsibility

B-LS 6. Set high standards of quality

B-SMS 6. Demonstrate ability to overcome barriers to learning

B-SS 6. Use effective collaboration and cooperation skills

B-LS 7. Identify long- and short-term academic, career and social/emotional goals

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

B-LS 8. Actively engage in challenging coursework

B-SMS 8. Demonstrate the ability to balance school, home and community activities

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

B-SMS 9. Demonstrate personal safety skills

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

B-LS 10. Participate in enrichment and extracurricular activities

B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

### **Grade-Level Competencies:**

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

### **Collaborator:**

The Ambridge Area School District's counselors work with stakeholders inside and outside of the school in order to develop and enhance their comprehensive school-counseling program. Through collaboration, school counselors can access additional resources and can build relationships and a sense of community.

### **The AASD counselors demonstrate collaboration by:**

1. teaming with parents, teachers, administrators, and community agencies to identify and address students' needs.
2. Working with students and their peers to engage in discussions that assist in program development.
3. Seeking to connect with varied resources to develop a K-12 School Counseling Program.

**Agent of Systemic Change:**

The Ambridge Area School District's counselors are expected to serve the needs of every student and are uniquely positioned to identify systemic barriers to student achievement. School counselors have access to school wide achievement, attendance, and behavioral data that informs the school counseling program but also underscores the need to identify and remove barriers that prevent all students from achieving college and career readiness.

**The AASD counselors demonstrate systemic change by:**

1. Identifying systemic barriers through data analysis, to student success and attempting to remove those obstacles.
2. Designing comprehensive programs that seek to equitably deliver the program components to all students.
3. creating clear guidelines and practices that address societal issues such as relational aggression, dating violence, drug and alcohol abuse, and cyberbullying
4. Working with students and their peers to engage in discussions that assist in program development.
5. Seeking to connect with varied resources to develop a K-12 School Counseling Program.

The Ambridge Area School District School Counselors shall abide by the code of ethics in their delivery of services as is advocated by the American School Counselor Association (ASCA). School counselors serve as agents of change by implementing needed services. Through development of curriculum, individual planning with students, as well as crisis and responsive services, school counselors can enhance and contribute to the wellbeing and success of students.

**School Counselor-Job Description:****Title: School Counselor**

Responsible for: Providing and carrying out a comprehensive developmental guidance and counseling program, focusing on the three standards (academic, personal/social and career) adopted by the American School Counselors Association (ASCA).

**Qualifications:**

- Master's Degree in Education and School Counseling Domain
- Pennsylvania Professional Educational Certificate in School Counseling, Kindergarten-12
- Experienced in counseling administration, theories and practices, human behavior, career education, individual appraisal, and social/cultural issues.
- Certified and satisfactory completion of the Praxis II Level Testing
- Required Supervision: 600 Hours in Post-Secondary and Elementary Level Counseling department

**School Counselor-Program Delivery Overview:**

Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing the comprehensive AASD school counseling curriculum based on the National Standards of American School Counselor Association (ASCA) that addresses academic, career, and personal/social development for all students. To view the scope and sequence of the career domain as a whole, see appendix A.

## **High School**

### Academic

#### Direct student services

- Individual meetings with 11<sup>th</sup> and 12<sup>th</sup> graders
- Classroom visits for 9<sup>th</sup> and 10<sup>th</sup> students
- Individual/small group counseling relating to academic success
- Grade level meetings
- Student scheduling
- Course selection process
- Academic support services
- Enrollments
- Goal setting
- SAT preparation through Khan Academy
- Transition planning (parent/student orientation)
- Cyber scheduling
- Tutoring information
- Freshman Orientation
- Summer School/Credit Recovery
- Cyber school coordination with SV Academy and Engenuity
- Assist with Beaver County Career and Technology Center grades/schedules
- ASVAB Testing 10<sup>th</sup> graders
- PSAT 11<sup>th</sup> graders

#### Indirect student services

- Assists in the creation and development of the master schedule
- Evening guidance presentations
- College applications
- Scholarship/Financial Aid resources
- Collaborates with teachers
- Employs proper testing procedures for PSAT, Keystone Winter & Spring Exams, and AP
- Works in partnership with the special education department
- Carries out classroom observations
- Review all records
- Participates on the IEP team
- Collaboration with 504 Plans
- Maintains school counseling website
- Record Keeping for cyber students and alternative placements

### Career

#### Direct student services

- Individual/small group counseling in regards to career exploration
- BC-CTC Field Trip for interested 9<sup>th</sup>-and 10<sup>th</sup> grade students
- Resource for parents and students including resume templates and career exploration websites
- Grade level meetings
- Classroom visits for 9<sup>th</sup> and 10<sup>th</sup>
- Individual meetings with 11<sup>th</sup> and 12<sup>th</sup> graders
- Dual Enrollment opportunities are provided
- College application procedures
- Aviation Academy/STEM and Health and Career Academy through CCBC

- PSU Beaver Senior Pride Day
- College and Career Fair September 2017
- Financial Aide Night/FASFA Night December 2017
- MJROTC program in c/o with neighboring districts

#### Indirect student services

- Provides opportunities for students to be exposed to career education
- Applications to WACTC for new and returning students
- Evening guidance presentations
- Updates on the television for students to access career opportunities
- Maintains school counseling website
- College and Post-Secondary applications/transcripts
- NCAA
- Coordination with outside agencies (OVR, transition)

#### Personal/Social

##### Direct student services

- Provides individual/small group counseling in regards to social, emotional, and personal issues
- Transition into high school and post-secondary
- Facilitates use of decision making skills/coping skills
- Student Assistance Program (SAP Team)/ Crisis Response Team
- Provides structured, goal oriented counseling sessions to students who display issues that cause a barrier to their educational success. These issues may fall in the following areas, including but not limited to:
  - Barriers to achievement
  - Academic failure
  - Family problems
  - Peer/relationship issues, including bullying
  - Attendance/behavior problems
  - Classroom Visits for 9<sup>th</sup> and 10<sup>th</sup>
- Provide social skills groups for special education students and others as assigned
- Meet individually with students Create materials and plan for groups
- Create and maintain schedule for students in groups (considering ability, need, topics to be addressed, schedule and impact on academic performance)
- Record student behaviors and participation in group through billing through STAR program in IEP writer
- Attend IEP meetings when possible
- Collaborate with administration, guidance, SAP teams, etc. to improve student mental health and well-being
- Rachels challenge

#### ATTENDANCE:

- Monitor attendance regularly (making notice of problems with signing in, recording of attendance, trouble-shooting with students that have on-going issues)
- Monitor notes sent after 3,7,10,20 days
- Schedule and Send invitation letters for Truancy Intervention Program Meetings
- Create Truancy Elimination Plans
- Collect and organize attendance records for TIP meetings
- Attend TIP meetings with representatives from CYS
- Keep documentation of letters, phone calls, TIP meetings, Court hearings
- Communication with parent/guardian through letters, phone calls, meetings, etc.

- File court citations to magistrate and transport all necessary paperwork and documentation to magistrate
- Assist with follow-up for tardy students

Indirect Student Services:

- Assistance with students in crisis- referrals
- CYS referrals for students based on reports, attendance, etc.
- Participate on SAP team/Child Study Teams
- Representative for Caring Team
- Follow-up with attending trainings and updating credits in order to uphold social work license and school social work certification
- Consult, coordinate and refer to community specialists
- Participates in the IEP process as needed.
- Mandated reporting

System Support

- Assist principal with the organization, distribution, and collection of standardized testing material
- Assist principal with maintaining the orderly function of the school building
- Provides support to the school wide system through participation on various committees
- Manages student records through the student data system
- Data sharing
- Implements high school guidance curriculum according to ASCA
- Provides counseling and guidance to 'every student, every year'
- Resource for faculty, staff and parents
- Attends team, teacher, or parents meetings/conferences when appropriate
- Communicates with principal, teachers, parents and staff regarding students' needs
- Equally available to all students
- Serves as a resource for faculty, staff, students, and parents
- Advocate for all students
- Update communication systems for families and students regarding future guidance events and activities

## **Middle and Elementary School**

### Academic

#### Direct student services

- Individual/small group counseling relating academic success
- Student scheduling
- Academic support services
- Enrollments
- Goal setting
- Collaborate with administration on cyber school scheduling
- Orientation of new students and 7<sup>th</sup> graders in August
- To provide academic list for John Hopkins
- To provide summer school and retention list
- New student and transferring students
- Provide assistance in Transition meetings for 6<sup>th</sup> grade and 8<sup>th</sup> grade students
- PSSA and Keystone Testing coordinator
- Participate and assist in 6<sup>th</sup> and 8<sup>th</sup> grade Move up day
- Schedule and participate in parent/teacher conferences

#### Indirect student services

- Assists in the creation and development of the master schedule
- Collaborates with teachers
- Implements proper testing procedures
- Works in partnership with the special education department
- Conducts classroom observations
- Review all records
- Participates on the IEP team
- Participates in the Chapter 15 process
- Cyber school record keeping
- Collaboration with outside agencies
- Advisor for the National Junior Honor Society program at the junior high school level

### Career

#### Direct student services

- Career awareness and work of the world
- Resource for parents and students
- Facilitates student goal setting
- Beaver County Career and Technology Center collaboration, classroom lessons, field trips
- Choices program presentations to 8<sup>th</sup> grade civics class
- JA Day-Huntington Bank 7<sup>th</sup> and 8<sup>th</sup> graders
- JH CAREER Day 7<sup>th</sup> and 8<sup>th</sup> graders
- 8<sup>th</sup> grade College field trip (PSU Beaver, Geneva and CCBC)
- Transition-to MS/from MS to HS

#### Indirect student services

- Provide opportunities for students to be exposed to career education
- Provide career websites for students to utilize inside and outside of school
- Collaborate with Western Area Career and Technology Center (WACTC)
- Leads the National Junior Honor Society program at the middle school level
- Participates on the IEP team

- Facilitates the Chapter 15 process

### Personal/Social

#### Direct student services

- Provides individual/small group counseling in regards to social, emotional, and personal issues
- Transition into middle school/transition to the high school
- Facilitates use of decision making skills/coping skills
- Student Assistance Program (SAP Team)/ Crisis Response Team
- Plans and works together with administration and staff for students identified as at-risk
  - Provides structured, goal oriented counseling sessions to students who display issues that cause a barrier to their educational success. These issues may fall in the following areas, including but not limited to barriers to achievement
  - Academic failure
  - Family problems
  - Peer/relationship issues, including bullying
  - Attendance/behavior problems

#### Indirect student services

### ATTENDANCE:

- Monitor attendance regularly (making notice of problems with signing in, recording of attendance, trouble-shooting with students that have on-going issues)
- Monitor notes sent after 3,7,10,20 days
- Schedule and Send invitation letters for Truancy Intervention Program Meetings
- Create Truancy Elimination Plans
- Collect and organize attendance records for TIP meetings
- Attend TIP meetings with representatives from CYS
- Keep documentation of letters, phone calls, TIP meetings, Court hearings
- Communication with parent/guardian through letters, phone calls, meetings, etc.
- File court citations to magistrate and transport all necessary paperwork and documentation to magistrate
- Assist with follow-up for tardy students

### Indirect Student Services:

- Assistance with students in crisis- referrals
- CYS referrals for students based on reports, attendance, etc.
- Participate on SAP team/Child Study Teams
- Representative for Caring Team
- Follow-up with attending trainings and updating credits in order to uphold social work license and school social work certification
- Consult, coordinate and refer to community specialists
- Participates in the IEP process as needed.
- Mandated reporting
- Consult, coordinate and refer to community specialists
- Participates in the IEP process as needed.
- Participates on the bullying prevention program at the middle school
- Act as mandated reporter



- Leads the National Junior Honor Society program at the middle school level
- Participates on the IEP team
- Participates in the Chapter 15 process
- Maintains school counseling website

### System Support

- Assist principal with the organization, distribution, and collection of standardized testing material
- Assist principal with maintaining the orderly function of the school building
- Provides support to the school wide system through participation on various committees
- Manages student records through the student data system
- Data sharing
- Implements middle school counseling curriculum according to ASCA
- Provides counseling to 'every student, every year'
- Resource for faculty, staff and parents
- Serves as a resource for faculty, staff, students, and parents
- Attends team, teacher, or parents meetings/conferences when appropriate
- Communicates with principal, teachers, parents and staff regarding students' needs
- Equally available to all students
- Advocate for all students
- Provides individual/small group counseling in regards to social, emotional, and personal issues
- Assists with transition to middle school
- Assists with transition to Kindergarten
- Facilitates use of decision making/coping skills
- Student Assistance Program (SAP Team) /Crisis Response Team
- Plans and works together with administration and faculty for students identified as at-risk

### Indirect Student Services:

- Assistance with students in crisis- referrals
- CYS referrals for students based on reports, attendance, etc.
- Participate on SAP team/Child Study Teams
- Representative for Caring Team
- Follow-up with attending trainings and updating credits in order to uphold social work license and school social work certification
- Consult, coordinate and refer to community specialists
- Participates in the IEP process as needed.
- Mandated reporting
- counseling sessions to students who display issues that cause a barrier to their educational success. These issues may fall in the following areas, including but not limited to:
  - Achievement in the classroom
  - Academic failure
  - Family problems
  - Peer/relationship issues, including bullying
  - Attendance/behavior problems

### Indirect student services

- Consult, coordinate and refer to community specialists
- Coordinates pre-referrals for Special Education evaluations
- Coordinates 504 Plans
- Serves on the bullying prevention committee
- Acts as a mandated reporter
- Participates on the IEP team
- Maintains school counseling website

**K-12 Career Development:**

**School Counselor-Job Description:**

**Title: School Counselor**

Responsible for: Providing and carrying out a comprehensive developmental guidance and counseling program, focusing on the three standards (academic, personal/social and career) adopted by the American School Counselors Association (ASCA).

Qualifications: Master’s Degree in Education and School Counseling Domain

Pennsylvania Professional Educational Certificate in School Counseling, Kindergarten-12

Experienced in counseling administration, theories and practices, human behavior, career education, individual appraisal, and social/cultural issues.

Certified and satisfactory completion of the Praxis II Level Testing

Required Supervision: 600 Hours in Post-Secondary and Elementary Level Counseling department

**Monthly Counseling Calendar: 11-12**

(This chart is for month-specific counseling activities. Most counseling activities are done on an ongoing, month to month basis. See the ongoing chart for those regular activities)

Key: **Green = Guidance curriculum; Blue = Prevention, Intervention, and Responsive Services; Purple = Individual Student Planning; Red = System Support**

| August<br>Academic:   | August<br>Career:   | August<br>Personal/Social:  |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Opening Day presentations, all grades, to review academic requirements/expectations.</li> <li>• Transfer Student Schedules</li> <li>• Schedule Changes</li> <li>• Parent Meetings</li> </ul> | <ul style="list-style-type: none"> <li>• Opening Day presentations, all grades, to highlight career exploration activities facilitated by the guidance office.</li> <li>• Xello Training</li> </ul> | <ul style="list-style-type: none"> <li>• Opening Day presentations, all grades, to review guidance services.</li> <li>• Rachels Challenge</li> <li>• Individual Student meetings</li> </ul>       |
| September<br>Academic:  | September<br>Career:  | September<br>Personal/Social:   |
| <ul style="list-style-type: none"> <li>• Junior and Senior class meetings</li> <li>• IEP Meetings</li> <li>• Dual Enrollment classroom presentations and paperwork for enrollments</li> </ul>   | <ul style="list-style-type: none"> <li>• Individual meetings with all seniors to review transcript/grad requirements, explore career goals and post-secondary plans</li> </ul>                      | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• Professional Development</li> <li>• Rachels Challenge</li> </ul> |

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| <ul style="list-style-type: none"> <li>• PSAT awareness and registration</li> <li>• Open house</li> <li>• Schedule Changes</li> <li>• NCAA Eligibility update</li> </ul> | <ul style="list-style-type: none"> <li>• Recommendation Letters</li> <li>• College Applications</li> <li>• College and Career Day Preparation.</li> <li>• FASFA Night preparation</li> </ul> |  |
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| October<br>Academic:  | October<br>Career:   | October<br>Personal/Social:   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Student of the Month and Extra Effort Award winners</li> <li>• NCAA Clearinghouse – confirm all courses are approved.</li> <li>• Guidance budget</li> <li>• 339 Meetings</li> <li>• PSAT administration</li> <li>• SAT administration</li> </ul> | <ul style="list-style-type: none"> <li>• Financial Aid Night</li> <li>• Junior/Senior Parent Night</li> <li>• National Honor Society Tutoring</li> <li>• College and Career Fair</li> <li>• Individual meetings with all seniors to review transcript/grad requirements, explore career goals and post-secondary plans</li> <li>• College Decision Days</li> <li>• Xello Implementation</li> <li>• Recommendation Letters</li> <li>• College Applications</li> <li>• FAFSA Help</li> <li>• College Fair</li> <li>• Scholarships to website</li> <li>• CCBC Academy Outreach</li> </ul> | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling</li> <li>• Crisis Counseling</li> <li>• Professional Development</li> <li>• Parent Communication</li> <li>• PPS Meetings</li> <li>• Rachels Challenge</li> </ul> |
| November<br>Academic:   | November<br>Career:  | November<br>Personal/Social:  |
| <ul style="list-style-type: none"> <li>• Report Cards</li> <li>• IEP Meetings</li> <li>• Keystone Exam – prep work for Winter Wave</li> <li>• Health Class, Guidance Lessons</li> <li>• SAT Prep Class, Guidance Lessons</li> </ul>   | <ul style="list-style-type: none"> <li>• Junior Presentations: ASVAB, SAT vs ACT</li> <li>• SSD Accommodations for SAT</li> <li>• Tech/Trade Career Fair</li> <li>• Recommendation Letters</li> <li>• College Applications</li> <li>• FAFSA Help</li> <li>• Advisory Council Meeting</li> </ul>  | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling</li> <li>• Crisis Counseling</li> <li>• Professional Development</li> <li>• Parent Communication</li> <li>• PPS Meetings</li> <li>• Rachels Challenge</li> </ul> |

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| December<br>Academic:  | December<br>Career:  | December<br>Personal/Social:  |
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| <ul style="list-style-type: none"> <li>• Keystone exam administration</li> <li>• Progress Reports</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• Senior Reminders Presentation – Financial aid, application updates, resume skills and senior related topics.</li> <li>• ASVAB interpretation sessions</li> <li>• Recommendation Letters</li> <li>• College Applications</li> <li>• FAFSA Help</li> <li>• School to Careers: Consultation and presentation.</li> </ul> | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> <li>• Life Skills Training</li> <li>• Rachels Challenge</li> </ul> |
| January<br>Academic:   | January<br>Career:   | January<br>Personal/Social:   |
| <ul style="list-style-type: none"> <li>• Keystone Exam Administration</li> <li>• Scheduling process preparation: communicate with staff members to update curriculum guide, schedule presentations and bubble sheet completion</li> <li>• Report Cards</li> <li>• Child Study Team</li> <li>• Eligibility Parent Report</li> </ul> | <ul style="list-style-type: none"> <li>• Junior Presentations – college exploration, career exploration. Interest Inventory on PA Career Zone</li> <li>• Recommendation Letters</li> <li>• College Applications</li> <li>• FAFSA Help</li> <li>• School to Careers: Consultation and presentation.</li> </ul>  | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> <li>• Rachels Challenge</li> </ul>                                 |
| February<br>Academic:  | February<br>Career:  | February<br>Personal/Social:  |
| <ul style="list-style-type: none"> <li>• Scheduling Presentations, gathering of student scheduling worksheets</li> <li>• Eligibility Parent Report</li> <li>• Processing schedule requests into admin plus.</li> <li>• PSSA Testing preparations</li> </ul>  | <ul style="list-style-type: none"> <li>• Juniors meetings to work on individual career plans.</li> <li>• Recommendation Letters</li> <li>• College Applications</li> <li>• FAFSA Help</li> <li>• Career Day, Grades 7 – 12</li> <li>• School to Careers: Consultation and</li> </ul>   | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> <li>• Rachels Challenge</li> </ul>                                 |

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| <p><b>GPA Mid-Year Updates</b></p> <ul style="list-style-type: none"> <li>• Child Study Team</li> </ul> | <p>presentation.</p> <ul style="list-style-type: none"> <li>• Pathways to Success Career Readiness Symposium</li> </ul> |  |
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| <p>March<br/>Academic:</p>   | <p>March<br/>Career:</p>   | <p>March<br/>Personal/Social:</p>   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• BCCTC/CCBC shadowing experiences for interested students</li> <li>• Individual scheduling meetings</li> <li>• Eligibility Parent Report</li> <li>• Bubble Sheets for scheduling process</li> <li>• Compile scheduling requests</li> <li>• Progress Reports</li> <li>• Child Study Team</li> </ul> | <ul style="list-style-type: none"> <li>• Juniors meetings to work on individual career plans.</li> <li>• Career Directions presentation – 9<sup>th</sup> grade</li> <li>• Career Fair: NTRPDC</li> <li>• FAFSA Help</li> <li>• Advisory Council Meeting</li> <li>• School to Careers: Consultation and presentation.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> <li>• Rachels Challenge</li> </ul> |
| <p>April<br/>Academic:</p>   | <p>April<br/>Career:</p>   | <p>April<br/>Personal/Social:</p>   |
| <ul style="list-style-type: none"> <li>• PSSA Testing – tools training for all students, proctor training, test administration</li> <li>• Keystone Exams – testing preparations</li> <li>• PSAT 10 Administration</li> <li>• Report Cards</li> <li>• Senior Conference</li> <li>• Child Study Team</li> </ul>                              | <ul style="list-style-type: none"> <li>• Scholarships – Promoting scholarships through announcements and postings, assisting students, gathering applications, distributing to sponsors as necessary, meeting with scholarship committee and contacting sponsor throughout the month of May.</li> <li>• School to Careers: Consultation and presentation.</li> </ul> | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> <li>• Rachels Challenge</li> </ul> |
| <p>May<br/>Academic:</p>   | <p>May<br/>Career:</p>   | <p>May<br/>Personal/Social:</p>   |
| <ul style="list-style-type: none"> <li>• Keystone Exams – winter wave results mailed home to parents, spring wave student tool training, proctor</li> </ul>  | <ul style="list-style-type: none"> <li>• Scholarships – Promoting scholarships through announcements and postings, assisting</li> </ul>  | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> </ul>                              |

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| <ul style="list-style-type: none"> <li>trainings, scheduling and administration.</li> <li>Progress reports</li> <li>AP Exam, preparation, scheduling and administration.</li> <li>Child Study Team</li> </ul> | <p>students, gathering applications, distributing to sponsors as necessary, meeting with scholarship committee and contacting sponsor throughout the month of May.</p> <ul style="list-style-type: none"> <li>School to Careers: Consultation and presentation.</li> </ul> | <ul style="list-style-type: none"> <li>Rachels Challenge</li> </ul> |
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| June<br>Academic:  | June<br>Career:  | June<br>Personal/Social:  |
|--|--|---|
| <ul style="list-style-type: none"> <li>Report Cards</li> <li>Verify graduation requirements</li> <li>GPA updates</li> <li>Dual Enrollment transcript letters</li> <li>Child Study Team</li> <li>Eligibility Parent Report</li> </ul> | <ul style="list-style-type: none"> <li>Individual Career Plans, final product completed and returned to seniors.</li> <li>School to Careers: Consultation and presentation.</li> </ul> | <ul style="list-style-type: none"> <li>SAP Meetings</li> <li>Academic/Social/Emotional/Peer counseling as needed.</li> <li>BH/MH weekly meeting</li> <li>Rachels Challenge</li> </ul> |
| July<br>Academic:  | July<br>Career:  | July<br>Personal/Social:  |
| <ul style="list-style-type: none"> <li>Summer School Follow Up if not completed by administration.</li> </ul>  |  |   |

**Monthly Counseling Calendar: 9-10**

**(This chart is for month-specific counseling activities. Most counseling activities are done on an ongoing, month to month basis. See the ongoing chart for those regular activities)**

Key: Green = Guidance curriculum; Blue = Prevention, Intervention, and Responsive Services; Purple = Individual Student Planning;  
Red = System Support

| August<br>Academic:   | August<br>Career:   | August<br>Personal/Social:  |
|---|---|---|
| <p>Scheduling conflicts</p> <p>Schedule changes</p> <p>New student orientation</p> <p>New student meetings</p> <p>Freshman Orientation</p> <p>504 / Chapter 15 Planning Meetings / management/meetings</p> <p>Transition/placement meetings</p> <p>Concussion Protocol: Concussion Meetings</p> <p>Review of PSSA/Keystone test results – Placement of Specific Remediation Labs</p> <p>IEP / SPED meetings</p> <p>SSD accommodations for testing areas</p> | <p>Interest inventories</p> <p>Placement: CCBC Academies Review, BCCTC Placement Review</p> <p>Write transition plans</p> <p>Xello Career Program Training</p> <p>Freshman Orientation: Career/Trades School Presentation – The New Economy</p> <p>BCCTC Rosters – Consult with Counselor</p> <p>CCBC Rosters – Consult with Counselor</p> <p>MJROTC Rosters – Consult with Instructors</p> | <p>Individual counseling – Placement, Crises Plans, Hospitalizations Review</p> <p>CYS – Consultation</p> <p>McKinney Vento Student List</p> <p>Placement Results/Discharge</p> <p>AEDY Review – Placement</p> <p>Support: 8<sup>th</sup> to 9<sup>th</sup> SPED, 504, Traditional Ed. Placement Review</p> <p>Freshman Orientation</p> <p>SAP Program – Enrollment, Referral, Action Plan Review</p> <p>504/Chapter 15 Planning Meetings/Management/Meetings</p> <p>Parent Contact</p> <p>Crisis counseling</p> <p>Group counseling as per need basis</p> <p>Rachels Challenge</p> |
| September<br>Academic:  | September<br>Career:  | September<br>Personal/Social:   |
| <p>Scheduling conflicts</p> <p>Schedule changes</p> <p>New student orientation</p> <p>New student meetings</p> <p>Freshman Orientation</p>  | <p>Interest inventories</p> <p>Placement: CCBC Academies Review, BCCTC Placement Review</p> <p>Write transition plans</p> <p>Xello Career Program</p>   | <p>Individual counseling – Placement, Crises Plans, Hospitalizations Review</p> <p>CYS – Consultation</p> <p>McKinney Vento Student List</p> <p>Placement Results/Discharge</p>   |

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| <p>504 / Chapter 15 Planning Meetings / management/meetings</p> <p>Open House – 9-12<sup>th</sup> grade</p> <p>Meet the Counselor Night – Review Academic Expectations</p> <p>Transition/placement meetings</p> <p>Concussion Protocol: Concussion Meetings</p> <p>Review of PSSA/Keystone test results – Placement of Specific Remediation Labs</p> <p>IEP / SPED meetings</p> <p>SSD accommodations for testing areas</p> | <p>Training</p> <p>Freshman Orientation: Career/Trades School Presentation – The New Economy</p> <p>BCCTC Rosters – Consult with Counselor</p> <p>CCBC Rosters – Consult with Counselor</p> <p>MJROTC Career Exploration</p> | <p>AEDY Review – Placement</p> <p>Support: 8<sup>th</sup> to 9<sup>th</sup> SPED, 504, Traditional Ed. Placement Review</p> <p>Freshman Orientation</p> <p>SAP Program – Enrollment, Referral, Action Plan Review/Weekly Meetings</p> <p>504/Chapter 15 Planning Meetings/Management/Meetings</p> <p>Parent Contact</p> <p>Crisis counseling</p> <p>Group counseling as per need basis</p> <p>Club Groups Introduction: Club Sign-in – Student Council</p> <p>Rachels Challenge</p> |
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| October<br>Academic:   | October<br>Career:   | October<br>Personal/Social:  |
|--|--|--|
| <p>Review Interim Grades – D and F grade level reports</p> <p>Guidance Budget – Curriculum Planning and Preparation</p> <p>See students with interim and failing grades – Failure Letters end of the 1<sup>st</sup> term – Nine Weeks</p> <p>IEP / Transition meetings</p> <p>504 / Chapter 15 Planning Meetings /management/meetings</p> <p>9-12 Parent Night / NCAA Planning Night</p> | <p>Career exploration/create portfolio</p> <p>Interest inventories</p> <p>Introduce Project Search</p> <p>Write transition plans</p> <p>Student transitions – OJT, BCCTC, CCBC career explorations</p> | <p>Individual counseling – Placement, Crises Plans, Hospitalizations Review</p> <p>CYS – Consultation</p> <p>Individual Student Meetings – Referrals with SAP/504/Crises/JROTC Student Review</p> <p>McKinney Vento Student List</p> <p>Placement Results/Discharge</p> <p>AEDY Review – Placement</p> <p>Support: 8<sup>th</sup> to 9<sup>th</sup> SPED, 504, Traditional Ed. Placement Review</p> <p>Freshman Orientation</p> <p>SAP Program – Enrollment, Referral, Action Plan Review/Weekly Meetings</p> <p>504/Chapter 15 Planning</p> |



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|  |  | Meetings/Management/Meetings<br>Rachels Challenge  |
| November<br>Academic:  | November<br>Career:  | November<br>Personal/Social:   |
| <p>Financial Aid Night</p> <p>Plan test administration – Testing schedule planning</p> <p>Review 504 grades/teacher input</p> <p>Interpretation of standardized test scores (PSAT, SAT, ACT)</p> <p>IEP meetings</p> <p>SSD accommodations for SAT &amp; ACT</p> <p>504 / Chapter 15 Planning Meetings / management/meetings</p> | <p>Career exploration/special education students discuss future classes/reviews</p> <p>Xello software and other web resources</p> <p>Interest inventories</p> <p>Write transition plans</p> <p>Special education job experiences</p> <p>Shadow studies</p> | <p>Individual counseling – Placement, Crises Plans, Hospitalizations Review</p> <p>CYS – Consultation</p> <p>Individual Student Meetings – Referrals with SAP/504/Crises/JROTC Student Review</p> <p>McKinney Vento Student List</p> <p>Placement Results/Discharge</p> <p>AEDY Review – Placement</p> <p>Support: 8<sup>th</sup> to 9<sup>th</sup> SPED, 504, Traditional Ed. Placement Review</p> <p>Freshman Orientation</p> <p>SAP Program – Enrollment, Referral, Action Plan Review/Weekly Meetings</p> <p>504/Chapter 15 Planning Meetings/Management/Meetings</p> <p>Rachels Challenge</p> |

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| December<br>Academic:   | December<br>Career:  | December<br>Personal/Social:   |
| <p>Schedule changes for second semester / second term</p> <p>See students with interims/failing grades – D and F grade report</p> <p>Set up tutoring and after school tutoring</p> <p>Academic Teachers – Meeting for</p> | <p>Career exploration</p> <p>Choices software and other web resources</p> <p>Interest inventories</p> <p>Sep up new job experiences for special education students</p> | <p>Individual counseling – Placement, Crises Plans, Hospitalizations Review</p> <p>CYS – Consultation</p> <p>Individual Student Meetings – Referrals with SAP/504/Crises/JROTC Student</p> |

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| <p>failing</p> <p>Interpretation of standardized test scores (PSAT)</p> <p>Keystone Exams Testing – Algebra, Literature and Biology Re-Takes</p> <p>IEP meetings / transition planning</p> <p>SSD accommodations for SAT &amp; ACT</p> <p>504 / Chapter 15 Planning Meetings / management/meetings</p>  | <p>Write transition plans</p>   | <p>Review</p> <p>McKinney Vento Student List</p> <p>Placement Results/Discharge</p> <p>AEDY Review – Placement</p> <p>Support: 8<sup>th</sup> to 9<sup>th</sup> SPED, 504, Traditional Ed. Placement Review</p> <p>Freshman Orientation</p> <p>SAP Program – Enrollment, Referral, Action Plan Review/Weekly Meetings</p> <p>504/Chapter 15 Planning Meetings/Management/Meetings</p> <p>Rachels Challenge</p>   |
| <p>January</p> <p>Academic:</p>   | <p>January</p> <p>Career:</p>   | <p>January</p> <p>Personal/Social:</p>   |
| <p>Scheduling conflicts (2<sup>nd</sup> semester)</p> <p>Schedule changes (2<sup>nd</sup> semester)</p> <p>New student orientation – student meetings</p> <p>New student meetings</p> <p>Individual Student Planning – Failure Meetings – D and F failure meetings</p> <p>Review credits – Transition Planning</p> <p>Keystone Exams Testing – Algebra, Literature and Biology Re-Takes</p> <p>Use results to evaluate curricular choices and grades</p> <p>504 plan management/meetings</p> <p>Transition meetings</p> <p>IEP meetings</p> <p>ASVAB Career Exploration</p> <p>SSD accommodations for SAT &amp;</p> | <p>Career exploration: Social Studies Class – College Board and College Board Accounts</p> <p>Xello software and other web resources / Interest inventories</p> <p>Transition Plans – IEP writing meetings</p> <p>OJT – Job Supplementation</p> <p>Job Core Exploration as needed</p> | <p>Individual counseling – Placement, Crises Plans, Hospitalizations Review</p> <p>CYS – Consultation</p> <p>Individual Student Meetings – Referrals with SAP/504/Crises/JROTC Student Review</p> <p>McKinney Vento Student List</p> <p>Placement Results/Discharge</p> <p>AEDY Review – Placement</p> <p>Support: 8<sup>th</sup> to 9<sup>th</sup> SPED, 504, Traditional Ed. Placement Review</p> <p>Freshman Orientation</p> <p>AHA School-Wide Fundraiser Planning – Student Council</p> <p>SAP Program – Enrollment, Referral, Action Plan Review/Weekly Meetings</p> <p>504/Chapter 15 Planning Meetings/Management/Meetings</p> |

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| <p>ACT</p> <p>504 / Chapter 15 Planning Meetings / management/meetings</p>   |   | <p>Rachels Challenge</p>  |
| <p>February</p> <p>Academic:</p>   | <p>February</p> <p>Career:</p>  | <p>February</p> <p>Personal/Social:</p>   |
| <p>Scheduling conflicts (2<sup>nd</sup> semester)</p> <p>Schedule changes (2<sup>nd</sup> semester)</p> <p>Individual Student Planning Meetings</p> <p>IEP meetings</p> <p>SSD accommodations for SAT &amp; ACT</p> <p>Meet with Interim students</p> <p>PSAT 8/9</p> <p>PSAT 10</p> <p>Set up tutors and study plan</p> <p>504 / Chapter 15 Planning Meetings / management/meetings</p> | <p>Career exploration: Social Studies Class – College Board and College Board Accounts</p> <p>Xello software and other web resources / Interest inventories</p> <p>ASVAB Testing</p> <p>Transition Plans – IEP writing meetings</p> <p>OJT – Job Supplementation</p> <p>Job Core Exploration as needed</p> <p>ASVAB Testing – 10<sup>th</sup> grade and selected interested students</p> <p>MJROTC Presentation to 8<sup>th</sup> grade to 9<sup>th</sup> grade</p> | <p>Individual counseling – Placement, Crises Plans, Hospitalizations Review</p> <p>CYS – Consultation</p> <p>Individual Student Meetings – Referrals with SAP/504/Crises/JROTC Student Review</p> <p>McKinney Vento Student List</p> <p>Placement Results/Discharge</p> <p>AEDY Review – Placement</p> <p>Support: 8<sup>th</sup> to 9<sup>th</sup> SPED, 504, Traditional Ed. Placement Review</p> <p>Freshman Orientation</p> <p>AHA School-Wide Fundraiser Planning – Student Council</p> <p>SAP Program – Enrollment, Referral, Action Plan Review/Weekly Meetings</p> <p>504/Chapter 15 Planning Meetings/Management/Meetings</p> <p>Rachels Challenge</p> |
| <p>March</p> <p>Academic:</p>  | <p>March</p> <p>Career:</p>   | <p>March</p> <p>Personal/Social:</p>  |
| <p>Classroom guidance: scheduling presentations</p> <p>Scheduling: 9<sup>th</sup> and 10<sup>th</sup> grade course selection</p> <p>College applications</p>   | <p>Career exploration</p> <p>Choices software and other web resources</p> <p>Interest inventories</p> <p>Write transition plans</p>   | <p>Individual counseling – Placement, Crises Plans, Hospitalizations Review</p> <p>CYS – Consultation</p> <p>Individual Student Meetings – Referrals with SAP/504/Crises/JROTC Student</p>  |

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| <p>Write letters of recommendation</p> <p>Assist students with financial aid</p> <p>Interpretation of standardized test scores (PSAT, SAT, ACT)</p> <p>IEP meetings</p> <p>SSD accommodations for SAT &amp; ACT</p> <p>See students individually to review course recommendations (8,9,10)</p> <p>504 / Chapter 15 Planning Meetings / management/meetings</p> <p>Failure Letters sent out</p> | <p>Shadow studies</p> <p>School jobs</p> <p>ASVAB Career Exploration Explanation – Recruiting / Recruit Career Verification</p> <p>PSAT 8/9</p> <p>PSAT 10</p> <p>ASVAB CAREER exploration</p> <p>AP Coordination Practice Exams</p> <p>Guidance Counseling Lesson – 4 Year Plans</p> <p>8-9<sup>th</sup> scheduling / 9-10<sup>th</sup> scheduling, 10-11<sup>th</sup> scheduling</p> <p>504 Transition Coordination</p> <p>CTC / CCBC Applications fulfilled</p> <p>MJROTC transcripts/recruitment letters sent out</p> | <p>Review</p> <p>McKinney Vento Student List</p> <p>Placement Results/Discharge</p> <p>AEDY Review – Placement</p> <p>Support: 8<sup>th</sup> to 9<sup>th</sup> SPED, 504, Traditional Ed. Placement Review</p> <p>Freshman Orientation</p> <p>AHA School-Wide Fundraiser Planning – Student Council</p> <p>SAP Program – Enrollment, Referral, Action Plan Review/Weekly Meetings</p> <p>Crisis counseling – Collaboration with teams/intake meetings</p> <p>504/Chapter 15 Planning Meetings/Management/Meetings</p> <p>Rachels Challenge</p> |
| <p>April</p> <p>Academic:</p>  | <p>April</p> <p>Career:</p>   | <p>April</p> <p>Personal/Social:</p>  |
| <p>Scheduling: 9<sup>th</sup> and 10<sup>th</sup> graders</p> <p>Scholarships</p> <p>Interpretation of standardized test scores (PSAT, SAT, ACT)</p> <p>IEP meetings</p> <p>Transition Fair</p> <p>Transition meetings (8-9 and 10-11)</p> <p>SSD accommodations for SAT &amp; ACT</p> <p>504 / Chapter 15 Planning Meetings / management/meetings</p>   | <p>Career exploration – ACT Aspire and CHOICES – use to select electives</p> <p>Choices software and other web resources</p> <p>Interest inventories</p> <p>Write transition plans</p>  | <p>Individual counseling</p> <p>Individual counseling – Placement, Crises Plans, Hospitalizations Review</p> <p>CYS – Consultation</p> <p>Individual Student Meetings – Referrals with SAP/504/Crises/JROTC Student Review</p> <p>McKinney Vento Student List</p> <p>Placement Results/Discharge</p> <p>AEDY Review – Placement</p> <p>Support: 8<sup>th</sup> to 9<sup>th</sup> SPED, 504,</p>   |

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|  |  | <p>Traditional Ed. Placement Review</p> <p>Freshman Orientation</p> <p>AHA School-Wide Fundraiser Planning – Student Council</p> <p>SAP Program – Enrollment, Referral, Action Plan Review/Weekly Meetings</p> <p>Crisis counseling – Collaboration with teams/intake meetings</p> <p>504/Chapter 15 Planning Meetings/Management/Meetings</p> <p>Rachels Challenge</p> |
| <p>May</p> <p>Academic:</p>  | <p>May</p> <p>Career:</p>  | <p>May</p> <p>Personal/Social:</p>  |
| <p>Scholarships</p> <p>AP Testing – Exams 9-12<sup>th</sup></p> <p>Keystone Testing – End of unit exam – Testing 9-11<sup>th</sup></p> <p>Graduation Planning and Preparation</p> <p>8<sup>th</sup> to 9<sup>th</sup> Grade Move-Up day</p> <p>Interpretation of standardized test scores (PSAT, SAT, ACT)</p> <p>IEP meetings / Transition Meetings</p> <p>SSD accommodations for SAT &amp; ACT</p> <p>Credit Recovery/Summer School Planning – 8-12<sup>th</sup> grade</p> <p>504 / Chapter 15 Planning Meetings / management/meetings</p> <ul style="list-style-type: none"> <li>•</li> </ul> | <p>Career exploration</p> <p>Graduation: Planning</p> <p>Interest inventories</p> <p>Transition plans</p> <p>Work Permit – Educating on summer employment</p> <p>Special education job experiences</p> <p>OVR connections</p> <p>Scholarships – Promoting scholarships through announcements and postings, assisting students, gathering applications, distributing to sponsors as necessary, meeting with scholarship committee and contacting sponsor throughout the month of May. School to Careers: Consultation and presentation.</p> | <p>Individual counseling</p> <p>Group counseling</p> <p>SAP meetings</p> <p>Parent communication</p> <p>Crisis counseling – Collaboration with teams/intake meetings</p> <p>SAP Weekly Meetings SAP Meetings</p> <p>Academic/Social/Emotional/Peer counseling as needed.</p> <p>BH/MH weekly meeting</p> <p>Rachels Challenge</p>                                       |
| <p>June</p> <p>Academic:</p>   | <p>June</p> <p>Career:</p>   | <p>June</p> <p>Personal/Social:</p>   |
| <ul style="list-style-type: none"> <li>• Academic counseling</li> </ul>  | <p>Schedule changes</p>  | <p>Individual counseling</p>  |

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| <ul style="list-style-type: none"> <li>• <b>New Student Enrollment</b></li> <li>• <b>Credit Recovery – Summer School Implementation</b></li> <li>• <b>Transition Meetings – 8<sup>th</sup> to 9<sup>th</sup> grade</b></li> <li>• <b>Review Keystone Scores – placement of remediation labs</b></li> <li>• Scholarships</li> <li>• SSD accommodations for SAT &amp; ACT</li> <li>• Review failures and create remediation or credit recovery plan</li> <li>• 504 / Chapter 15 Planning Meetings / management/meetings</li> </ul> | <p>Math placement exams – Placement of keystone labs</p> <p>Write letters of recommendation</p> <ul style="list-style-type: none"> <li>• Individual Career Plans, final product completed and returned to seniors.</li> <li>• School to Careers: Consultation and presentation.</li> </ul> | <p>Group counseling</p> <p>SAP meetings</p> <p>Parent communication</p> <p>Crisis counseling</p> <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> </ul> <p>Rachels Challenge</p> |
| <p>July</p> <p>Academic:</p>   | <p>July</p> <ul style="list-style-type: none"> <li>• Career: Individual Career Plans, final product completed and returned to seniors.</li> <li>• School to Careers: Consultation and presentation.</li> </ul>   | <p>July</p> <p>Personal/Social:</p>  |
| <ul style="list-style-type: none"> <li>• Academic Meetings</li> </ul>  | <p>Schedule Changes</p>  |  |

**Monthly Counseling Calendar: Middle level and Elementary**

(This chart is for month-specific counseling activities. Most counseling activities are done on an ongoing, month to month basis. See the ongoing chart for those regular activities)

Key: **Green = Guidance curriculum; Blue = Prevention, Intervention, and Responsive Services; Purple = Individual Student Planning; Red = System Support**

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| <p>August</p> <p>Academic:</p>  | <p>August</p> <p>Career:</p>   | <p>August</p> <p>Personal/Social:</p>   |
| <ul style="list-style-type: none"> <li>• Opening Day presentations, all grades, to review academic</li> </ul> | <ul style="list-style-type: none"> <li>• Opening Day presentations, all grades, to highlight career</li> </ul> | <ul style="list-style-type: none"> <li>• Opening Day presentations, all grades, to review guidance services.</li> </ul> |

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| <ul style="list-style-type: none"> <li>requirements/expectations.</li> <li>New Student orientation/enrollment</li> <li>Schedule Changes</li> <li>Adjust schedules due to summer school courses</li> <li>Finalize student schedules</li> <li>Schedule new students/Hand schedule students</li> <li>Individual student planning</li> <li>504 Plan Management/Students/Parents And staff</li> <li>Transition Meetings</li> <li>Records review</li> <li>Concession Plans</li> <li>NJHS Building tours</li> <li>Elementary Orientation K-5</li> </ul> | <ul style="list-style-type: none"> <li>exploration activities facilitated by the guidance office.</li> <li>Plan college visits for fall dates</li> <li>XELLO training</li> </ul>  | <ul style="list-style-type: none"> <li>Parent communications</li> <li>Meet new students</li> <li>Schedule Counseling Program Components</li> <li>Tours for students</li> <li>Rachels Challenge</li> </ul>   |
| <p>September</p> <p>Academic:</p>  | <p>September</p> <p>Career:</p>   | <p>September</p> <p>Personal/Social:</p>  |
| <ul style="list-style-type: none"> <li>Grade level meetings to discuss schedule/classes</li> <li>Individual meetings with students who need scheduling adjustments</li> <li>Open house</li> <li>Individual student planning</li> <li>Scheduling adjustments</li> <li>Grade level assemblies</li> <li>MTSS classroom meeting/interventions</li> <li>Attend district committee meetings/PST meetings/339 meetings/trainings</li> <li>Attend team meetings</li> <li>NJHS meetings</li> </ul>  | <ul style="list-style-type: none"> <li>Individual meetings with all seniors to review transcript/grad requirements, explore career goals and post-secondary plans</li> <li>Recommendation Letters</li> <li>College Applications</li> <li>Green career Day</li> <li>School to Careers: Consultation and presentation.</li> </ul> | <ul style="list-style-type: none"> <li>SAP Meetings</li> <li>Academic/Social/Emotional/Peer counseling as needed.</li> <li>Individual counseling</li> <li>Caring Place Grief Groups</li> <li>New student orientation</li> <li>Parent communication</li> <li>Prepare for Red Ribbon Week</li> <li>Program planning</li> <li>Professional development</li> <li>Collaborate with staff</li> <li>NJHS tours for students and New students</li> <li>Rachels Challenge</li> </ul> |

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| <p>October</p> <p>Academic:</p>  | <p>October</p> <p>Career:</p> | <p>October</p> <p>Personal/Social:</p>   |
| <ul style="list-style-type: none"> <li>Classroom presentations/</li> <li>Attend team meetings</li> </ul> |                               | <ul style="list-style-type: none"> <li>SAP Meetings</li> <li>Academic/Social/Emotional/Peer</li> </ul> |

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| <ul style="list-style-type: none"> <li>• 1<sup>st</sup> 9 week failure letters</li> <li>• Parent conferences</li> <li>• Concussion accommodation coordination</li> <li>• 504 Meetings</li> <li>• TIP meetings</li> <li>• Child Study Team/Teacher team meetings</li> <li>• Attend dept. meetings/</li> <li>• Attend NJHS meetings</li> <li>• BrainSTEPS meetings</li> </ul>                             | <ul style="list-style-type: none"> <li>• College Visits all 8<sup>th</sup> grade</li> <li>• Plant College Career Day</li> <li>• School to Careers: Consultation and presentation.</li> <li>• 339 Plan</li> <li>• Intro to Xello</li> <li>• Career Day Team planning</li> </ul> | <p>counseling as needed.</p> <ul style="list-style-type: none"> <li>• BH/MH weekly meeting</li> <li>• SOS act 171 assembly</li> <li>• Demi Brae assembly</li> <li>• Bullying assembly</li> <li>• NJHS faculty council meetings</li> <li>• NJHS officer/all member meetings</li> <li>• Continue Grief Groups</li> </ul> <p>Rachels Challenge</p> |
| <p>November</p> <p>Academic:</p>  | <p>November</p> <p>Career:</p>   | <p>November</p> <p>Personal/Social:</p>   |
| <ul style="list-style-type: none"> <li>• Report Cards</li> <li>• Individual student planning</li> <li>• Process student enrollment</li> <li>• Attend Dept. Meetings</li> <li>• Pupil service meetings</li> <li>• 504 Coordinate meetings</li> <li>• Coordinate student/failure parent meetings</li> <li>• Attend BrainSTEPS</li> <li>• Child Study Team</li> <li>• Eligibility Parent Report</li> </ul> | <ul style="list-style-type: none"> <li>• Junior Presentations: Career Exploration Websites.</li> <li>• Plan spring college and technical colleges</li> <li>• Advisory Council Meeting</li> <li>• Continue implementation XELLO</li> </ul>                                      | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> <li>• Life Skills Training</li> <li>• NJHS Plan Service Project</li> <li>• Grief Groups continue</li> </ul> <p>Rachels Challenge</p>   |

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| <p>December</p> <p>Academic:</p>   | <p>December</p> <p>Career:</p>   | <p>December</p> <p>Personal/Social:</p>  |
| <ul style="list-style-type: none"> <li>• Schedule parent meetings</li> <li>• Progress Reports</li> <li>• NJHS Eligibility</li> <li>• Plan Spring Field Trip to CTC and PTC</li> <li>• Attend pupil service meetings</li> <li>• Team meetings as necessary</li> <li>• Concussion Accommodations as per BrainSTEPS</li> <li>• Attend BCCA, ACSCA, 339 planning</li> <li>• NJHS officers, faculty council meetings</li> </ul> | <ul style="list-style-type: none"> <li>• JA Day contact</li> <li>• CHOICES program</li> <li>• Plan for CTC/PTC field trips</li> <li>• Career Day continued planning</li> <li>• Continue with Xello implementation</li> </ul> | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> <li>• Grief Groups</li> <li>• NJHS eligibility</li> <li>• MTSS meetings as needed</li> <li>• Individual counseling</li> <li>• Parent meetings</li> <li>• Schedule bullying assemblies</li> <li>• Parent communication</li> </ul> <p>Rachels Challenge</p> |



| <p>•</p> <p>January</p> <p>Academic:</p>   | <p>January</p> <p>Career:</p>   | <p>January</p> <p>Personal/Social:</p>  |
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| <ul style="list-style-type: none"> <li>• Attend Pupil Service meetings</li> <li>• Scheduling process preparation: communicate with staff members to update curriculum guide, schedule presentations. This includes 5,6,7 and 8<sup>th</sup> grade</li> <li>• Failure letters to parents</li> <li>• Attend Team meetings</li> <li>• Report Cards</li> <li>• Child Study Team</li> <li>• Concussion Accommodation Coordinator/BrainSTEPS meetings</li> <li>• Professional development</li> <li>• NJHS GPA for new inductees</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue Xello implementation</li> <li>• Continue to plan for CTC/PTC field trips</li> <li>• Continue plan for Career Day</li> </ul>                                 | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling and planning as needed.</li> <li>• BH/MH weekly meeting</li> <li>• Continue Grief Groups</li> <li>• NJHS meetings as needed</li> <li>• 8<sup>th</sup> grade classrooms presentations</li> <li>• Schedule parent meetings for students with D or Failing grades</li> </ul> <p>Rachels Challenge</p> |
| <p>February</p> <p>Academic:</p> <ul style="list-style-type: none"> <li>• Scheduling Presentations, gathering of student scheduling worksheets</li> <li>• Academic Placement and scheduling</li> <li>• Parent conferences</li> <li>• 504/IEP Meetings</li> <li>• Attend Admin/Pupil Service meetings</li> <li>• Processing schedule requests into admin plus.</li> <li>• PSSA Testing preparations</li> <li>• GPA Mid-Year Updates</li> <li>• Child Study Team</li> <li>• PSSA Preparation</li> <li>• Concussion Accommodation Meetings/BrainsSTEPS</li> <li>• Professional development</li> </ul> | <p>February</p> <p>Career:</p> <ul style="list-style-type: none"> <li>• Career Day Planning, Grades 6 – 8</li> <li>• PTC-CTC field trip</li> <li>• Xello implementation</li> <li>• CHOICES program</li> </ul> | <p>February</p> <p>Personal/Social:</p> <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• Teacher Team weekly meeting</li> <li>• Parent communication</li> <li>• Individual counseling</li> <li>• Grief counseling</li> </ul> <p>Rachels Challenge</p>   |

| <p>March</p> <p>Academic:</p>  | <p>March</p> <p>Career:</p>  | <p>March</p> <p>Personal/Social:</p>  |
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| <ul style="list-style-type: none"> <li>• BCCTC/CCBC shadowing experiences for interested students</li> <li>• Individual scheduling meetings</li> <li>• Eligibility Parent Report</li> <li>• Bubble Sheets for scheduling process</li> <li>• Compile scheduling requests</li> <li>• Progress Reports</li> <li>• Child Study Team</li> </ul> | <ul style="list-style-type: none"> <li>• Juniors meetings to work on individual career plans.</li> <li>• Career Directions presentation – 9<sup>th</sup> grade</li> <li>• Career Fair:</li> <li>• Advisory Council Meeting</li> <li>• School to Careers: Consultation and presentation.</li> </ul>   | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> </ul> <p>Rachels Challenge</p> |
| <p>April</p> <p>Academic:</p>  | <p>April</p> <p>Career:</p>  | <p>April</p> <p>Personal/Social:</p>  |
| <ul style="list-style-type: none"> <li>• PSSA Testing – tools training for all students, proctor training, test administration</li> <li>• Keystone Exams – testing preparations</li> <li>• PSAT 10 Administration</li> <li>• Report Cards</li> <li>• Senior Conference</li> <li>• Child Study Team</li> </ul>                              | <ul style="list-style-type: none"> <li>• Scholarships – Promoting scholarships through announcements and postings, assisting students, gathering applications, distributing to sponsors as necessary, meeting with scholarship committee and contacting sponsor throughout the month of May.</li> <li>• School to Careers: Consultation and presentation.</li> </ul> | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> </ul> <p>Rachels Challenge</p> |
| <p>May</p> <p>Academic:</p>  | <p>May</p> <p>Career:</p>  | <p>May</p> <p>Personal/Social:</p>  |
| <ul style="list-style-type: none"> <li>• Keystone Exams – winter wave results mailed home to parents, spring wave student tool training, proctor trainings, scheduling and administration.</li> <li>• Progress reports</li> <li>• AP Exam, preparation, scheduling and administration.</li> <li>• Child Study Team</li> </ul>              | <ul style="list-style-type: none"> <li>• Scholarships – Promoting scholarships through announcements and postings, assisting students, gathering applications, distributing to sponsors as necessary, meeting with scholarship committee and contacting sponsor throughout the month of May.</li> <li>• School to Careers:</li> </ul>                                | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> </ul> <p>Rachels Challenge</p> |

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|  | Consultation and presentation. |  |
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| June<br>Academic:  | June<br>Career:  | June<br>Personal/Social:  |
| <ul style="list-style-type: none"> <li>• Report Cards</li> <li>• Verify graduation requirements</li> <li>• GPA updates</li> <li>Dual Enrollment transcript letters</li> <li>• Child Study Team</li> <li>• Eligibility Parent Report</li> </ul> | <ul style="list-style-type: none"> <li>• Individual Career Plans, final product completed and returned to seniors.</li> <li>• School to Careers: Consultation and presentation.</li> </ul> | <ul style="list-style-type: none"> <li>• SAP Meetings</li> <li>• Academic/Social/Emotional/Peer counseling as needed.</li> <li>• BH/MH weekly meeting</li> <li>Rachels Challenge</li> </ul> |
| July<br>Academic:  | July<br>Career:  | July<br>Personal/Social:  |
| <ul style="list-style-type: none"> <li>• Summer School Follow Up if not completed by administration.</li> </ul>  | <ul style="list-style-type: none"> <li>• Individual Career Plans, final product completed and returned to seniors.</li> <li>• School to Careers: Consultation and presentation.</li> </ul> |   |

### Ongoing Monthly Counseling Activities:

List activities or responsibilities that you continually perform over time and categorize which are related to your role as a counselor recommended by ASCA\*

List activities or responsibilities that you continually perform over time and categorize which are related to your role as a counselor recommended by ASCA\*

| Counselor Related   | Non Counselor Related                    |
|---|--|
| XELLO implementation- P/S,C                               | Hall Duty                                |
| Coordinate Interagency meetings- P/S,A                    | Breakfast/ Lunch Duty                    |
| Review student files and schedules- P/S,A                 | Recess Duty                              |
| Individual counseling – P/S,A                             | Classroom Coverage                       |
| Small Group Counseling/Grief groups – P/S                 | Staff Meetings                           |
| Crisis counseling- P/S                                    | Addressing Office Discipline Referrals   |
| Social Groups- P/S,A . (Social worker)                    | Keeping Clerical Records                 |
| Professional Development Days In-Service/BCCA/ACSCA-A,P/S | New Student Tour                         |
| Enroll & Transition new students                          | Creation of Master Schedule              |
|   | Balancing SPED Rosters                   |
| Attend IEP/Coordinate 504 meetings- P/S, A                | PSSA Proctoring                          |
| Collaboration with outside agencies- P/S, A               | PSSA and KEYSTONE planning, preparation, |

|  |                                      |
|--|--------------------------------------|
|  | coordination (16+days a year)        |
| Implementing Career Assessments- C/A   | Discipline Meetings / Infractions    |
| Counselor referrals- P/S, A, C   | Creation of Teacher Master schedules |
| SAP/WPPC referrals- P/S, A   |                                      |
| Teacher Consultation- P/S, A, C  |                                      |
| Principal Consultation- P/S, A, C  |                                      |
| Parent Consultation- P/S, A, C   |                                      |
| Student meetings- P/S, A, C  |                                      |
| Development/Implementation of Comprehensive School Guidance Program- P/S, A, C |                                      |
| PDE 339 Meetings   |                                      |
| ASVAB, A   |                                      |
| PSAT 8/9, A  |                                      |
| PSAT 10, A   |                                      |
| PSAT/NMSQT, A  |                                      |
| SAT, A   |                                      |
| AP Exam Administrator, A   |                                      |
| ACT, A   |                                      |
| Failure Meetings, A  |                                      |
|  |                                      |
| Xello implementation- P/S,C  |                                      |
| Coordinate Interagency meetings- P/S,A   |                                      |
| Review student files and schedules- P/S,A                                      |                                      |
| Individual counseling – P/S,A  |                                      |
| Small Group Counseling/Grief groups – P/S                                      |                                      |
| Crisis counseling- P/S   |                                      |
| Social Groups- P/S,A . (Social worker)   |                                      |
| Professional Development Days<br>In-Service/BCCA/ACSCA-A,P/S                   |                                      |
| Enroll & Transition new students   |                                      |
|  |                                      |
| Attend IEP/Coordinate 504 meetings- P/S, A                                     |                                      |
| Collaboration with outside agencies- P/S, A                                    |                                      |
| Implementing Career Assessments- C/A   |                                      |
| Counselor referrals- P/S, A, C   |                                      |
| SAP/WPPC referrals- P/S, A   |                                      |
| Teacher Consultation- P/S, A, C  |                                      |
| Principal Consultation- P/S, A, C  |                                      |
| Parent Consultation- P/S, A, C   |                                      |
| Student meetings- P/S, A, C  |                                      |
| Development/Implementation of Comprehensive School Guidance Program- P/S, A, C |                                      |
| PDE 339 Meetings   |                                      |
| Transition – Parent Nights, P/S, A, C  |                                      |
|  |                                      |
|  |                                      |

**Comprehensive School Counseling Program Delivery:**

| <p>Guidance Curriculum</p> <p>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</p>  | <p>Prevention, Intervention and Responsive Services</p> <p>Addresses school and student needs.</p>  | <p>Individual Student Planning</p> <p>Assists students and parents in development of academic and career plans.</p>   | <p>System Support</p> <p>Includes program, staff and school support activities and services.</p>  |
|--|---|---|---|
| <p>Purpose</p> <p>Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>   | <p>Purpose</p> <p>Prevention, Intervention and Responsive services to groups and/or individuals.</p>  | <p>Purpose</p> <p>Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>  | <p>Purpose</p> <p>Program delivery and support.</p>   |
| <p>Academic</p> <ul style="list-style-type: none"> <li>• 6-8<sup>th</sup> grade transition meetings</li> <li>• New student orientation</li> <li>• Grade level assemblies</li> <li>• Parent orientation</li> <li>• Scheduling orientation</li> <li>• Ind. Meetings with parents and students</li> </ul> | <p>Academic</p> <ul style="list-style-type: none"> <li>• Send notification to parents Meet with D and E students</li> <li>• Update XELLO trainings</li> <li>• Summer School</li> <li>• Attend TIPS meetings</li> <li>• Schedule changes</li> <li>• Meet with students to discuss course selections</li> </ul> | <p>Academic</p> <ul style="list-style-type: none"> <li>• Schedule changes</li> <li>• Finalize schedules</li> <li>• Attend IEP/Coordinate 504 meetings</li> <li>• New student enrollment</li> <li>• Review academic performance/meetwith students</li> <li>• Assist with summer school registration</li> <li>• PSSA and KEYSTONE testing</li> <li>• Grade review</li> <li>• STW meetings</li> <li>• Review files</li> <li>• New student registration &amp; orientation</li> <li>•</li> </ul> | <p>Counselor Related</p> <ul style="list-style-type: none"> <li>• Interpreting individual student records</li> <li>• Development and implementation of a Comprehensive School Guidance Program</li> <li>• School Counseling Professional Development</li> <li>• Transition Parent Nights/ Title I</li> <li>• 8<sup>th</sup> Grade move-up Day</li> <li>• Advisory Committee</li> <li>• Program planning and development</li> <li>• Integration of career standards across the curriculum</li> <li>• Consultation with staff</li> <li>• Community Outreach</li> <li>• keystones</li> <li>• PSSA's</li> <li>• Parent/Teacher Conferences</li> <li>• Open House</li> <li>• NJHS coordinate meetings</li> <li>• NJHS induction</li> </ul> |
| <p>Career</p> <ul style="list-style-type: none"> <li>• XELLO planning</li> </ul>   | <p>Career</p> <ul style="list-style-type: none"> <li>• Individual</li> </ul>  | <p>Career</p> <ul style="list-style-type: none"> <li>• Plan for Building wide</li> </ul>  | <p>CAREER:</p> <p>Professional development<br/>Renew XELLO account<br/>8<sup>th</sup> grade Career Plans to 9<sup>th</sup></p>  |

|  |   |   |   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Plan for Career Day</li> <li>• Plan College visitation days</li> <li>• Plan CTC visit and classroom lessons</li> <li>• Plan CHOICES classroom visits</li> </ul>   | <p>classroom meetings</p> <ul style="list-style-type: none"> <li>• Career unit with all students 6-8</li> </ul>   | <p>Career Day</p> <ul style="list-style-type: none"> <li>• Career Day meetings scheduled weekly</li> <li>• Plan and Implement career day</li> <li>• College field trips</li> <li>• PTCollege and CTC field trips</li> </ul> | <p>grade counselor</p>  |
| <p>Personal/Social</p> <ul style="list-style-type: none"> <li>• Preparation for New Student Orientation</li> <li>• Brief presentation for New Student orientation</li> <li>• Plan for individual guidance meetings</li> <li>• Grief groups</li> <li>• Ind. Student meetings</li> </ul> | <p>Personal/Social</p> <ul style="list-style-type: none"> <li>• Crisis Counseling</li> <li>• Grief, loss, death, substance abuse, stress and anxiety</li> <li>• Divorce</li> <li>• Legal issues</li> <li>• Abuse issues</li> <li>• SAP meetings</li> <li>• TIPS meetings</li> <li>• New Student Breakfast</li> <li>• Middle School meetings</li> <li>• Children's Grief Awareness Day</li> <li>• Rachels Challenge</li> </ul> | <p>Personal/Social</p> <ul style="list-style-type: none"> <li>• IEP/504 meetings</li> <li>• CYS referrals</li> <li>• Parent meetings</li> <li>• Special Olympics</li> </ul>   | <p>Non-Counselor Related</p> <ul style="list-style-type: none"> <li>• Providing on-going therapy</li> <li>• Master Schedule responsibilities</li> <li>• Facebook administration</li> <li>• Cover Main Office/Guidance Office</li> <li>• Professional development</li> <li>• Ongoing collaboration with administrators</li> <li>• Case management</li> </ul> |
| <p>Percentage of Time</p>  | <p>Percentage of Time</p>   | <p>Percentage of Time</p>   | <p>Percentage of Time</p> <p>2 hours per week</p>   |

**Organizing Career Resources: Career Section of 339: We will now look at our Career Development Program and Goals from the 339 plan**

**Below is organizing Career Resources and goals for the District:**

**CAREER PATHWAYS AWARENESS AND DEVELOPMENT: CAREER AND POSTSECONDARY RESOURCES SUPPORTING THE CEW STANDARD STRANDS AND CAREER PATHWAYS (OR CLUSTERS)  
AMBRIDGE AREA SCHOOL DISTRICT - K-12**

| <b>Career Clusters: 16 CAREER CLUSTERS:</b> |   |
|---|---|
| Agriculture, Food & Natural Resources       | Hospitality & Tourism                       |
| Architecture & Construction                 | Human Services                              |
| Arts, A/V Technology, & Communications      | Information Technology                      |
| Business Management & Administration        | Law, Public Safety, Corrections, & Security |
| Education & Training                        | Manufacturing                               |
| Finance                                     | Marketing                                   |
| Government & Public Administration          | Science, Technology, Engineering, & Math    |
| Health Science                              | Transportation, Distribution, & Logistics   |

| <b>INTERMEDIARY ORGANIZATIONS:<br/>CONSTRUCTING, COLLABORATING,<br/>CONVENING ORGANIZATIONS</b> |                    |   | <b>CAREER CLUSTER OR DISTRICT<br/>PATHWAY / LINK</b>                              |
|---|--------------------|---|---|
| <b>Resources</b>  | <b>CEW STRANDS</b> | <b>CAREER CLUSTER OR DISTRICT<br/>PATHWAY</b> | <b>LINK / CONTACT</b>   |
| ACT   | 13.1 - 2           | EDUCATION AND TRAINING                        | <a href="http://WWW.ACT.ORG">WWW.ACT.ORG</a>                                      |
| COLLEGEBOARD  | 13.1 - 2           | EDUCATION AND TRAINING                        | <a href="http://WWW.COLLEGEBOARD.ORG">WWW.COLLEGEBOARD.ORG</a>                    |
| COMMUNITY COLLEGE OF BEAVER COUNTY  | 13.1 - 4           | EDUCATION AND TRAINING                        | <a href="https://www.ccbc.edu">https://www.ccbc.edu</a>                           |
| PHEAA   | 13.1 - 2           | FINANCE                                       | <a href="https://www.pheaa.org">https://www.pheaa.org</a>                         |
| BEAVER COUNTY CAREER AND<br>TECHNOLOGY CENTER   | 13.1 - 4           | EDUCATION AND TRAINING                        | <a href="http://WWW.BCCTC.ORG">WWW.BCCTC.ORG</a>                                  |
| PENNSYLVANIA SCHOOL COUNSELORS<br>ASSOCIATION   | 13.1 - 2           | HUMAN SERVICES                                | <a href="https://www.paschoolcounselor.org">https://www.paschoolcounselor.org</a> |
| AMERICAN SCHOOL COUNSELORS<br>ASSOCIATION   | 13.1 - 2           | HUMAN SERVICES                                | <a href="https://schoolcounselor.org">https://schoolcounselor.org</a>             |

|   |          |  |   |
|---|----------|--|---|
| PENNSYLVANIA ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS (PACAC)   | 13.1 - 2 | EDUCATION AND TRAINING                       | <a href="https://www.pacac.org">https://www.pacac.org</a>   |
| NATIONAL ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS (NACAC)   | 13.1 - 2 | EDUCATION AND TRAINING                       | <a href="https://www.nacacnet.org">https://www.nacacnet.org</a>   |
| US ARMY RECRUITERS  | 13.1 - 2 | GOVERNMENT AND PUBLIC ADMINISTRATION         | <a href="https://www.goarmy.com/careers-and-jobs/find-your-path">https://www.goarmy.com/careers-and-jobs/find-your-path</a>   |
| US MARINE CORPS RECRUITERS  | 13.1 - 2 | GOVERNMENT AND PUBLIC ADMINISTRATION         | <a href="http://www.marines.com">www.marines.com</a>  |
| US NAVY RECRUITERS  | 13.1 - 2 | GOVERNMENT AND PUBLIC ADMINISTRATION         | <a href="http://www.navy.com">www.navy.com</a>  |
| US AIR FORCE RECRUITERS   | 13.1 - 2 | GOVERNMENT AND PUBLIC ADMINISTRATION         | <a href="http://www.airforce.com">www.airforce.com</a>  |
| US COAST GUARD RECRUITERS   | 13.1 - 2 | GOVERNMENT AND PUBLIC ADMINISTRATION         | <a href="http://www.gocoastguard.com">www.gocoastguard.com</a>  |
| BIG BROTHERS BIG SISTERS  | 13.1 - 2 | HUMAN SERVICES                               | <a href="https://www.bcbigs.org">https://www.bcbigs.org</a>   |
| FOUNDATIONS COMMUNITY PARTNERSHIPS  | 13.1 - 2 | HUMAN SERVICES                               | <a href="https://fcpartnership.org">https://fcpartnership.org</a>   |
| <b>UMBRELLA ORGANIZATIONS: ORGANIZATIONS THAT REPRESENT A LARGE GROUP OF BUSINESS ORGANIZATIONS WITH A COMMON MISSION</b> |          |  |   |
| YMCA OF BEAVER COUNTY   | 13.1 - 4 | HOSPITALITY & TOURISM                        | <a href="https://www.ymca.org/locations/beaver-county-ymca">https://www.ymca.org/locations/beaver-county-ymca</a>   |
| INTERMEDIATE UNIT - BVIU  | 13.1 - 4 | EDUCATION & TRAINING                         | <a href="https://www.bviu.org">https://www.bviu.org</a>   |
| AMERICAN LEGION   | 13.1 - 4 | HOSPITALITY & TOURISM                        | <a href="https://www.legion.org">https://www.legion.org</a>   |
| ROTARY CLUB OF BEAVER / AMBRIDGE  | 13.1 - 4 | HOSPITALITY & TOURISM                        | <a href="mailto:FMycyk@ambridge.k12.pa.us">FMycyk@ambridge.k12.pa.us</a>  |
| 1950s Alumni ORGANIZATION   | 13.1 - 4 | EDUCATION & TRAINING                         | <a href="mailto:nmsalo@yahoo.com">nmsalo@yahoo.com</a>  |
| AMBRIDGE ITALIAN WOMENS CLUB  | 13.1 - 4 | EDUCATION & TRAINING                         | <a href="https://bcpahistory.org/beavercounty/BeaverCountyTopical/Women/ItalianWomenMSP88.html">https://bcpahistory.org/beavercounty/BeaverCountyTopical/Women/ItalianWomenMSP88.html</a> |
| BEAVER COUNTY EDUCATIONAL TRUST   | 13.2     | EDUCATION & TRAINING                         | <a href="https://www.beavercountyeducationaltrust.org">https://www.beavercountyeducationaltrust.org</a>   |
| <b>COMMUNITY AND STATE ORGANIZATIONS: AGENCIES REPRESENTING COMMUNITY AND STATE INITIATIVES, SERVICE TO COMMUNITIES</b>   |          |  |   |
| HERITAGE VALLEY HOSPITAL  | 13.1 - 3 | HEALTH SCIENCE                               | <a href="https://www.heritagevalley.org">https://www.heritagevalley.org</a>   |
| AMBRIDGE POLICE DEPARTMENT  | 13.1 - 3 | LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY | <a href="https://www.ambridgeboro.org/borough-departments/police-department">https://www.ambridgeboro.org/borough-departments/police-department</a>                                       |
| ECONOMY POLICE DEPARTMENT   | 13.1 - 3 | LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY | <a href="https://www.economyborough.org/police-public-safety/police">https://www.economyborough.org/police-public-safety/police</a>   |
| BEAVER COUNTY BEHAVIORAL HEALTH   | 13.1 - 3 | HUMAN SERVICES                               | <a href="https://www.beavercountypa.gov/departments/behavioral-health">https://www.beavercountypa.gov/departments/behavioral-health</a>   |
| AMERICAN RED CROSS  | 13.1 - 2 | HEALTH SCIENCE                               | <a href="https://www.redcross.org">https://www.redcross.org</a>   |
| BOY SCOUTS OF AMERICA   | 13.1 - 2 | EDUCATION AND TRAINING                       | <a href="https://www.scouting.org">https://www.scouting.org</a>   |



|   |          |  |   |
|---|----------|--|---|
| GIRL SCOUTS OF AMERICA  | 13.1 - 2 | EDUCATION AND TRAINING                       | <a href="http://WWW.GIRLSCOUTS.ORG">WWW.GIRLSCOUTS.ORG</a>  |
| CHILDREN AND YOUTH SERVICES   | 13.1 - 2 | HUMAN SERVICES                               | <a href="https://www.beavercountypa.gov/departments/children-and-youth">https://www.beavercountypa.gov/departments/children-and-youth</a>   |
| BEAVER COUNTY JUVENILE PROBATION  | 13.1 - 4 | LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY | <a href="https://www.beavercountypa.gov/departments/juvenile-services">https://www.beavercountypa.gov/departments/juvenile-services</a>   |
| OFFICE OF VOCATIONAL REHABILITATION   | 13.1 - 4 | HUMAN SERVICES                               | <a href="https://www.pa.gov/agencies/dli/departments-offices/health-and-disabilities/ovr-office-directory.html">https://www.pa.gov/agencies/dli/departments-offices/health-and-disabilities/ovr-office-directory.html</a> |
| PENNSYLVANIA DEPARTMENT OF EDUCATION  | 13.1 - 4 | EDUCATION AND TRAINING                       | <a href="https://www.pa.gov/agencies/education.html">https://www.pa.gov/agencies/education.html</a>   |
| JOB CORPS   | 13.1 - 4 | EDUCATION AND TRAINING                       | <a href="https://pittsburgh.jobcorps.gov">https://pittsburgh.jobcorps.gov</a>   |
| 4-H CLUB  | 13.4     | AGRICULTURE, FOOD & NATURAL RESOURCES        | <a href="https://4-h.org">https://4-h.org</a>   |
| PA GAME WARDEN  | 13.1 - 4 | AGRICULTURE, FOOD & NATURAL RESOURCES        | <a href="https://www.pa.gov/agencies/pgc/about-us/employment-opportunities/become-a-game-warden.html">https://www.pa.gov/agencies/pgc/about-us/employment-opportunities/become-a-game-warden.html</a>                     |
| <b>NETWORKING OPPORTUNITIES: Individual Contacts: Contacts aquired through networking and interaction</b> |          |  | INDIVIDUAL NUMBER AND ADDRESS LISTED AT SCHOOL  |
| 1950s Alumni Scholarship / ORGANIZATION   | 13.1 - 4 | FINANCE                                      | Walter "Buzzy" Gradek / Nancy Salopek   |
| AAEA - Ambridge Area Education Association  | 13.1 - 4 | FINANCE                                      | Christina Briola and Grace Debona   |
| Ambridge Area Football Scholarship *occurs at Football Banquet  | 13.1 - 4 | FINANCE                                      | Neil Tkatch   |
| Ambridge Italian Woman's Club   | 13.1 - 4 | FINANCE                                      | Christina Briola and Grace Debona   |
| Ambridge Rotary Club  | 13.1 - 4 | EDUCATION AND TRAINING / FINANCE             | Felicia Mycyk and Tom Ford  |
| Baden Lions Club  | 13.1 - 4 | EDUCATION AND TRAINING / FINANCE             | Carrie Richard and Jack Spencer   |
| Challenge Program Awards  | 13.1 - 4 | EDUCATION AND TRAINING / FINANCE             | Sarah Duncan / Bonnie DeAngelis   |
| Coach JP Legacy Scholarship   | 13.1 - 4 | FINANCE                                      | Rachel Wetzel   |
| David Bupp Ambridge Youth Baseball Scholarship  | 13.1 - 4 | FINANCE                                      | Ambridge Youth Baseball   |
| Helen Ringel (Ambridge Lions Club)  | 13.1 - 4 | FINANCE                                      | Denise Kempa, Anna Smith, Karen Brown   |
| Mark Romutis Scholarship (Ambridge Lions Club)  | 13.1 - 4 | FINANCE                                      | Denise Kempa, Anna Smith, Karen Brown   |
| Joe Zerilla Scholarship   | 13.1 - 4 | FINANCE                                      | Gus Mittiga in collaboration with beaver county foundation  |
| MCJROTC Parent Supprt Group Scholarship   | 13.1 - 4 | FINANCE                                      | Marisa Carey  |
| Kyle B Wilson Scholarship   | 13.1 - 4 | FINANCE                                      | Lisa Wilson   |
| KYLE HOCHEVAR   | 13.1 - 4 | FINANCE                                      | Darlene Hochevar  |

|   |          |                                      |  |
|---|----------|--------------------------------------|--|
| MJROTC / ASVAB  | 13.1 - 4 | GOVERNMENT AND PUBLIC ADMINISTRATION | MIKE KISTLER   |
| Tenaris Merit Award   | 13.1 - 4 | FINANCE                              | MATTHEW GULLET   |
| Tony Rich Scholarship   | 13.1 - 4 | FINANCE                              | BCSL YOUTH FOOTBALL  |
| Coraopolis NAACP ACT-SO Program   | 13.1 - 4 | FINANCE                              | CARTER SPRUILL   |
| Economy Women's Club Scholarship  | 13.1 - 4 | FINANCE                              | GRACE DEBONA / KIM RACIOPPO  |
| Alyssa McKee Memorial Scholarship   | 13.1 - 4 | FINANCE                              | LEIGH ANN HOLMAN   |
| The Virginia Griffith Scholarship   | 13.1 - 4 | FINANCE                              | TRACEY MURPHY  |
| The George and Alma Wargetz Scholarship   | 13.1 - 4 | FINANCE                              | TRACEY MURPHY  |
| STANLEY G POWLIKOWSKI   | 13.1 - 4 | FINANCE                              | THERESA LADERER  |
| <b>COMMUNITY &amp; BUSINESS MEETINGS: MEETINGS, WHICH BRING CROSS/COMMUNITY MEMBERS TOGETHER TO PROMOTE GROWTH TO FURTHER A CAUSE</b> |          |                                      |  |
| AMBRIDGE SCHOOL DISTRICT BOARD MEETINGS   | 13.1 - 3 | EDUCATION AND TRAINING               | <a href="http://WWW.AMBRIDGE.K12.PA.US">WWW.AMBRIDGE.K12.PA.US</a>   |
| AMBRIDGE ELEMENTARY PTO SCHOOL PARENT MEETINGS  | 13.1 - 3 | EDUCATION AND TRAINING               | <a href="http://WWW.AMBRIDGE.K12.PA.US">WWW.AMBRIDGE.K12.PA.US</a>   |
| AMBRIDGE MIDDLE SCHOOL PARENT COUNCIL MEETINGS  | 13.1 - 3 | EDUCATION AND TRAINING               | <a href="http://WWW.AMBRIDGE.K12.PA.US">WWW.AMBRIDGE.K12.PA.US</a>   |
| AMBRIDGE HIGH SCHOOL PARENT COUNCIL MEETINGS  | 13.1 - 3 | EDUCATION AND TRAINING               | <a href="http://WWW.AMBRIDGE.K12.PA.US">WWW.AMBRIDGE.K12.PA.US</a>   |
| AMBRIDGE SUPERINTENDENT PARENT/STUDENT MEETINGS   | 13.1 - 3 | EDUCATION AND TRAINING               | <a href="http://WWW.AMBRIDGE.K12.PA.US">WWW.AMBRIDGE.K12.PA.US</a>   |
| TITLE I COMMUNITY NIGHTS AND ORGANIZATIONS  | 13.1 - 3 | EDUCATION AND TRAINING               | <a href="http://WWW.AMBRIDGE.K12.PA.US">WWW.AMBRIDGE.K12.PA.US</a>   |
| ACADEMIC AWARDS SCHOLARSHIP BANQUET   | 13. 1    | FINANCE                              | <a href="http://WWW.AMBRIDGE.K12.PA.US">WWW.AMBRIDGE.K12.PA.US</a><br><a href="http://WWW.AMBRIDGE.K12.PA.US">SCHOLARSHIP AND GUIDANCE</a><br><a href="http://WWW.AMBRIDGE.K12.PA.US">WWW.AMBRIDGE.K12.PA.US</a> |
| <b>COMMUNITY EVENTS: CONFERENCES, WORKSHOPS, GRAND OPENINGS</b>   |          |                                      |  |
| BACK-TO-SCHOOL EVENTS   | 13.1 - 4 | EDUCATION AND TRAINING               | <a href="http://WWW.AMBRIDGE.K12.PA.US">WWW.AMBRIDGE.K12.PA.US</a>   |
| 5-6TH GRADE PARENT ORIENTATION  | 13.1 - 4 | EDUCATION AND TRAINING               | WWW.AMBRIDGE.K12.PA.US - BUILDING - MIDDLE SCHOOL  |
| FRESHMAN AND NEW STUDENT HIGH SCHOOL ORIENTATION  | 13.1 - 4 | EDUCATION AND TRAINING               | JANICE ZUPSIC - 724-266-2833   |
| KINDERGARTEN ORIENTATION  | 13.1 - 4 | EDUCATION AND TRAINING               | WWW.AMBRIDGE.K12.PA.US - BUILDING - ELEMENTARY   |

|   |          |   |   |
|---|----------|---|---|
| FINANCIAL AID NIGHT   | 13.1 - 4 | FINANCE   | <a href="https://studentaid.gov/h/apply-for-aid/fafsa">https://studentaid.gov/h/apply-for-aid/fafsa</a> |
| FASFAA NIGHT  | 13.1 - 4 | FINANCE   | <a href="https://studentaid.gov/h/apply-for-aid/fafsa">https://studentaid.gov/h/apply-for-aid/fafsa</a> |
| ACADEMIC AWARDS SCHOLARSIP BANQUET  | 13.1 - 4 | FINANCE   | WWW.AMBRIDGE.K12.PA.US - GUIDANCE AND COUNSELING  |
| COLLEGE REPRESENTATIVE HIGH SCHOOL VISITS   | 13.1 - 4 | EDUCATION AND TRAINING                                | WWW.AMBRIDGE.K12.PA.US - GUIDANCE AND COUNSELING  |
| NCAA NIGHT  | 13.1 - 4 | EDUCATION AND TRAINING                                | <a href="https://www.ncaa.com">https://www.ncaa.com</a>   |
| CURRICULUM FAIR   | 13.1 - 4 | EDUCATION AND TRAINING                                | WWW.AMBRIDGE.K12.PA.US - GUIDANCE AND COUNSELING  |
| TITLE I: UNDERSTANDING TECHNOLOGY NIGHT   | 13.1 - 4 | SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS        | WWW.AMBRIDGE.K12.PA.US - TECHNOLOGY DEPARTMENT  |
| ACTIVE SHOOTER TRAINING / RACHELS CHALLENGE PROGRAM COMMUNITY EVENT   | 13.1 - 4 | LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY            | <a href="https://rachelchallenge.org">https://rachelchallenge.org</a>                                   |
| <b>INTERNET BASED LINKS: WEBSITES EDUCATING OTHERS AND PROMOTING CAREER DEVELOPMENT AND RELATED TOPICS / LINKS TO CAREERS</b> |          |   |   |
| <a href="http://www.collegeboard.com">www.collegeboard.com</a>  | 13.1 - 2 | EDUCATION AND TRAINING                                |   |
| <a href="http://www.actstudent.com">www.actstudent.com</a>  | 13.1 - 2 | EDUCATION AND TRAINING                                |   |
| <a href="http://www.asca.com">www.asca.com</a>  | 13.1 - 4 | EDUCATION AND TRAINING                                |   |
| <a href="http://www.pheaa.org">www.pheaa.org</a>  | 13.1 - 4 | FINANCE   |   |
| <a href="http://www.cpacareerzone.org">www.cpacareerzone.org</a>  | 13.1 - 4 | EDUCATION AND TRAINING                                |   |
| <a href="http://www.onetonline.org">www.onetonline.org</a>  | 13.1 - 4 | EDUCATION AND TRAINING                                |   |
| <a href="http://www.asvab.com">www.asvab.com</a>  | 13.1 - 4 | LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY / MILITARY |   |
| <a href="http://www.ncaa.com">www.ncaa.com</a>  | 13.1 - 4 | EDUCATION AND TRAINING                                |   |
| <a href="http://www.fasfa.ed.gov">www.fasfa.ed.gov</a>  | 13.1 - 4 | FINANCE   |   |
| <a href="http://www.fastweb.com">www.fastweb.com</a>  | 13.1 - 4 | FINANCE   |   |
| <a href="http://www.pacareerstandards.com">www.pacareerstandards.com</a>  | 13.1 - 4 | EDUCATION AND TRAINING                                |   |
| <a href="http://www.bigfutures.org">www.bigfutures.org</a>  | 13.1 - 4 | EDUCATION AND TRAINING                                |   |
| <a href="http://www.careeronestop.org">www.careeronestop.org</a>  | 13.1 - 4 | EDUCATION AND TRAINING                                |   |
| <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a>  | 13.1 - 4 | FINANCE   |   |
| <a href="http://WWW.GOARMY.COM">WWW.GOARMY.COM</a>  | 13.1 - 4 | GOVERNMENT & PUBLIC ADMINISTRATION                    |   |
| <a href="http://WWW.BCCTC.ORG">WWW.BCCTC.ORG</a>  | 13.1 - 4 | EDUCATION AND TRAINING                                |   |
| <a href="https://www.agandfoodcareersinpa.com/">https://www.agandfoodcareersinpa.com/</a>                                     | 13.1 - 4 | AGRICULTURE, FOOD & NATURAL RESOURCES                 |   |

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|---|----------|---------------------------------------|---|
| <a href="https://aiapgh.org/resources/job-board/#!/board/Jobs">https://aiapgh.org/resources/job-board/#!/board/Jobs</a>   | 13.1 - 4 | ARCHITECTURE & CONSTRUCTION           |   |
| <a href="https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/arts-audio-video-and-communications-career-cluster.aspx">https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/arts-audio-video-and-communications-career-cluster.aspx</a> | 13.1 - 4 | ARTS, A/V TECHNOLOGY & COMMUNICATION  |   |
| <a href="https://www.governmentjobs.com/careers/pabureau?keywords=digital%20marketing%20coordinator">https://www.governmentjobs.com/careers/pabureau?keywords=digital%20marketing%20coordinator</a>   | 13.1     | MARKETING                             |   |
| <b>MEDIA &amp; ADVERTISING INFORMATION: VARIOUS MARKETING METHODS THAT PROVIDE CONTACTS, CAREER AWARENESS, IDEAS AND WORKFORCE</b>  |          |                                       |   |
| ALL DISTRICT WEBSITE  | 13.1 - 2 | ARTS, A/V TECHNOLOGY, & COMMUNICATION | <a href="http://WWW.AMBRIDGE.K12.PA.US">WWW.AMBRIDGE.K12.PA.US</a>  |
| X (TWITTER)   | 13.1 - 2 | ARTS, A/V TECHNOLOGY, & COMMUNICATION | HTTPS:X.COM   |
| FACEBOOK  | 13.1 - 2 | ARTS, A/V TECHNOLOGY, & COMMUNICATION | WWW.FACEBOOK.COM - AMBRIDGE COMMUNITY AND DISTRICT EVENTS   |
| INFINITE CAMPUS STUDENT PORTAL  | 13.1 - 2 | ARTS, A/V TECHNOLOGY, & COMMUNICATION | <a href="https://ambridgepa.infinitecampus.org/campus/portal/students/ambridge.jsp">https://ambridgepa.infinitecampus.org/campus/portal/students/ambridge.jsp</a> |
| INFINITE CAMPUS PARENT PORTAL   | 13.1 - 2 | ARTS, A/V TECHNOLOGY, & COMMUNICATION | <a href="https://ambridgepa.infinitecampus.org/campus/portal/parents/ambridge.jsp">https://ambridgepa.infinitecampus.org/campus/portal/parents/ambridge.jsp</a>   |
| SCHOOLGY  | 13.1 - 2 | ARTS, A/V TECHNOLOGY, & COMMUNICATION | <a href="https://ambridge.schoolgy.com">https://ambridge.schoolgy.com</a>   |
| EMAIL BLASTS - BRDGER BLASTS TO ALL STUDENTS, STAFF, PARENTS/GUARDIANS  | 13.1 - 2 | ARTS, A/V TECHNOLOGY, & COMMUNICATION | <a href="http://WWW.OUTLOOK.COM">WWW.OUTLOOK.COM</a>  |
| THE SILHOUTTE - AMBRIDGE NEWSPAPER  | 13.1 - 2 | ARTS, A/V TECHNOLOGY, & COMMUNICATION | <a href="http://WWW.AMBRIDGE.K12.PA.US">WWW.AMBRIDGE.K12.PA.US</a>  |
| INSTAGRAM   | 13.1 - 2 | ARTS, A/V TECHNOLOGY, & COMMUNICATION | INSTAGRAM.COM - @FORAMBRIDGE  |
| AMBRIDGE WPIAL EVENTS   | 13.1 - 2 | ARTS, A/V TECHNOLOGY, & COMMUNICATION | <a href="https://www.ambridgewpial.org/public/gene/998/school/3">https://www.ambridgewpial.org/public/gene/998/school/3</a>                                       |
| <b>POST-SECONDARY OPTIONS: COLLEGES, APPRENTICESHIPS, MILITARY AND VOCATIONAL TRAINING</b>  |          |                                       |   |
| BEAVER COUNTY COMMUNITY COLLEGE   | 13.1- 4  | EDUCATION AND TRAINING                | <a href="http://WWW.CCBC.EDU">WWW.CCBC.EDU</a>  |
| BEAVER COUNTY CAREER AND TECHNOLOGY CENTER  | 13.1- 4  | EDUCATION AND TRAINING                | <a href="http://WWW.BCCTC.ORG">WWW.BCCTC.ORG</a>  |
| JOB TRAINING OF BEAVER COUNTY   | 13.1- 4  | EDUCATION AND TRAINING                | <a href="https://jtbc.org">https://jtbc.org</a>   |
| SLIPPERY ROCK UNIVERSITY  | 13.1- 4  | EDUCATION AND TRAINING                | <a href="http://WWW.SRU.EDU">WWW.SRU.EDU</a>  |
| PENN STATE - BEAVER AND ALL CAMPUSES  | 13.1- 4  | EDUCATION AND TRAINING                | <a href="http://WWW.PSU.EDU">WWW.PSU.EDU</a>  |
| US ARMY   | 13.1- 4  | GOVERNMENT AND PUBLIC ADMINISTRATION  | <a href="http://WWW.GOARMY.COM">WWW.GOARMY.COM</a>  |
| US RESERVES   | 13.1- 4  | GOVERNMENT AND PUBLIC ADMINISTRATION  | <a href="https://www.goarmy.com/explore-the-army/army-structure/reserve">https://www.goarmy.com/explore-the-army/army-structure/reserve</a>                       |

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|---|----------|--|---|
| US ARMY ROTC  | 13.1- 4  | GOVERNMENT AND PUBLIC ADMINISTRATION     | <a href="http://WWW.GOARMY.COM">WWW.GOARMY.COM</a>  |
| US MARINE CORPS   | 13.1- 4  | GOVERNMENT AND PUBLIC ADMINISTRATION     | <a href="http://WWW.MARINES.COM">WWW.MARINES.COM</a>  |
| US NAVY   | 13.1- 4  | GOVERNMENT AND PUBLIC ADMINISTRATION     | <a href="http://WWW.NAVY.COM">WWW.NAVY.COM</a>  |
| US NAVY ROTC  | 13.1- 4  | GOVERNMENT AND PUBLIC ADMINISTRATION     | <a href="http://WWW.NAVY.COM">WWW.NAVY.COM</a>  |
| US AIR FORCE  | 13.1- 4  | GOVERNMENT AND PUBLIC ADMINISTRATION     | <a href="http://WWW.AIRFORCE.COM">WWW.AIRFORCE.COM</a>  |
| US COAST GUARD  | 13.1- 4  | GOVERNMENT AND PUBLIC ADMINISTRATION     | <a href="http://WWW.GOCOASTGUARD.COM">WWW.GOCOASTGUARD.COM</a>  |
| PENN WEST UNIVERSITY - CALIFORNIA, CLARION AND EDINBORO   | 13.1- 4  | EDUCATION AND TRAINING                   | <a href="https://www.pennwest.edu">https://www.pennwest.edu</a>   |
| STEAMFITTERS UNION  | 13.1- 4  | EDUCATION AND TRAINING                   | <a href="https://ua449.com">https://ua449.com</a>   |
| CARPENTERS UNION  | 13.1- 4  | EDUCATION AND TRAINING                   | <a href="https://www.carpenters.org">https://www.carpenters.org</a>   |
| US STEELWORKERS   | 13.1- 4  | EDUCATION AND TRAINING                   | <a href="https://m.usw.org">https://m.usw.org</a>   |
| TRADES UNIONS ORGANIZATIONS   | 13.1- 4  | EDUCATION AND TRAINING                   | <a href="https://nabtu.org/about-nabtu">https://nabtu.org/about-nabtu</a>   |
| UNIVERSITY OF PITTSBURGH  | 13.1- 4  | EDUCATION AND TRAINING                   | <a href="https://www.pitt.edu">https://www.pitt.edu</a>   |
| PA GAME WARDEN  | 13.1- 4  | AGRICULTURE, FOOD AND NATURAL RESOURCES  | <a href="https://www.pa.gov/agencies/pgc/about-us/employment-opportunities/become-a-game-warden.html">https://www.pa.gov/agencies/pgc/about-us/employment-opportunities/become-a-game-warden.html</a> |
| PA PARK RANGERS   | 13.1- 4  | AGRICULTURE, FOOD AND NATURAL RESOURCES  | <a href="https://www.pa.gov/agencies/dcnr/programs-and-services/about/careers.html">https://www.pa.gov/agencies/dcnr/programs-and-services/about/careers.html</a>                                     |
| RYNO PRODUCTIONS  | 13.1- 4  | ARTS, A/V TECHNOLOGY & COMMUNICATION     | <a href="https://www.rynoproduction.com">https://www.rynoproduction.com</a>   |
| MENEMSHA CORPORATION  | 13.1- 4  | ARCHITECTURE & CONSTRUCTION              | <a href="https://www.menemshasolutions.com">https://www.menemshasolutions.com</a>   |
| TRUCKING INDUSTRIES: BEEMAC TRUCKING  | 13.1- 4  | TRANSPORTATION, DISTRIBUTION & LOGISTICS | <a href="https://beemactrucking.com">https://beemactrucking.com</a>   |
| TRUCKING INDUSTRIES: PGT TRUCKING   | 13.1- 4  | TRANSPORTATION, DISTRIBUTION & LOGISTICS | <a href="https://www.pgctrucking.com">https://www.pgctrucking.com</a>   |
| TRUCKING INDUSTRIES: ABC Transit  | 13.1- 4  | TRANSPORTATION, DISTRIBUTION & LOGISTICS | <a href="https://abctransit.com">https://abctransit.com</a>   |
| <b>PUBLICATIONS AND DOCUMENTS: HARD COPY MATERIALS THAT OFFER CONTACTS AND CAREER/WORKFORCE INFORMATION</b> |          |  | MATERIALS CAN ALL BE FOUND IN COUNSELING GUIDANCE OFFICE  |
| PHEAA FINANCIAL AID MATERIALS   | 13.1 - 4 | FINANCE                                  |   |
| MILITARY INFORMATION AND RECRUITMENT INFORMATION  | 13.1 - 4 | GOVERNMENT AND PUBLIC ADMINISTRATION     |   |

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| AMBRIDGE AREA SCHOOL DISTRICT PROGRAM OF STUDIES K-12                  | 13.1 - 4 | EDUCATION AND TRAINING               |  |
| INFINITE CAMPUS PORTAL STUDENT AND PARENT GUIDES                       | 13.1 - 4 | ARTS, A/V TECHNOLOGY & COMMUNICATION |  |
| AMBRIDGE AREA SCHOOL DISTRICT TECHNOLOGY GUIDE                         | 13.1 - 4 | ARTS, A/V TECHNOLOGY & COMMUNICATION |  |
| AMBRIDGE AREA SCHOOL DISTRICT SCHOOL COUNSELING BROCHURE K-12 SERVICES | 13.1 - 4 | EDUCATION AND TRAINING               |  |
| PENNSYLVANIA CAREER GUIDE  | 13.1 - 4 | EDUCATION AND TRAINING               |  |
| NACAC COLLEGE FAIR DATES   | 13.1 - 4 | EDUCATION AND TRAINING               |  |
| PDE ACT 158 PATHWAYS / GRADUATION INFORMATON                           | 13.1 - 4 | EDUCATION AND TRAINING               |  |
| BUILDERS GUILD TRADES FAIR DATE  | 13.1 - 4 | EDUCATION AND TRAINING               |  |

**Organizing Career Resources:** Below is a listing of diverse external resources, in addition there are areas organized by the 16 National Career Clusters, that includes topics such as career readiness, work-based learning experiences, and postsecondary and technical training options.

| School: Ambridge Area School District                                     |   |
|---|---|
| <b>External Resources by National Career Cluster: Local Organizations</b> |   |
| Career Cluster  | Career Resource Local Links   |
| Agriculture, Food & Natural Resources                                     | <a href="https://www.mynextmove.org/vets/profile/summary/39-2021.00">https://www.mynextmove.org/vets/profile/summary/39-2021.00</a><br><a href="http://www.bcctc.org">Post-Secondary Planning: BCCTC – Vet Tech Program – www.bcctc.org</a><br><a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a><br><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a><br><a href="https://www.onetonline.org">https://www.onetonline.org</a> O*Net Online Career Search and Exploration |

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|  | <p><a href="https://www.onetonline.org/find/career?c=1&amp;g=Go">https://www.onetonline.org/find/career?c=1&amp;g=Go</a></p> <p><a href="https://neaged.org/student-commons/career-information/why-agriculture/">https://neaged.org/student-commons/career-information/why-agriculture/</a></p>  |
| Architecture & Construction            | <p><a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a></p> <p><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a></p> <p><a href="https://www.onetonline.org/O*NetOnlineCareerSearchandExploration">https://www.onetonline.org/O*NetOnlineCareerSearchandExploration</a></p> <p><a href="https://www.onetonline.org/find/career?c=2&amp;g=Go">https://www.onetonline.org/find/career?c=2&amp;g=Go</a></p>  |
| Arts, A/V Technology, & Communications | <p><a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a></p> <p><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a></p> <p><a href="https://www.onetonline.org/O*NetOnlineCareerSearchandExploration">https://www.onetonline.org/O*NetOnlineCareerSearchandExploration</a></p> <p><a href="https://www.onetonline.org/find/career?c=3&amp;g=Go">https://www.onetonline.org/find/career?c=3&amp;g=Go</a></p> <p>Ryno Productions:<br/><a href="https://www.rynoproduction.com/">https://www.rynoproduction.com/</a></p> |
| Business Management & Administration   | <p><a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a></p> <p><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a></p> <p><a href="https://www.onetonline.org/O*NetOnlineCareerSearchandExploration">https://www.onetonline.org/O*NetOnlineCareerSearchandExploration</a></p>   |

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|                      | <p><a href="https://www.onetonline.org/find/career?c=4&amp;g=Go">https://www.onetonline.org/find/career?c=4&amp;g=Go</a></p> <p><a href="http://www.rotary.org">www.rotary.org</a> Bring together business and professional leaders</p> <p><a href="https://www.aeseducation.com/blog/business-management-and-administration-career-cluster">https://www.aeseducation.com/blog/business-management-and-administration-career-cluster</a></p>  |
| Education & Training | <p><a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a></p> <p><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a></p> <p>Junior Achievement: JA - Implemented grades 9-12th<br/> <a href="https://jausa.ja.org/">https://jausa.ja.org/</a> in Collaboration with Robert Morris University</p> <p><a href="https://www.onetonline.org/O*NetOnline/CareerSearchandExploration">https://www.onetonline.org/O*NetOnline/Career Search and Exploration</a></p> <p><a href="https://www.onetonline.org/find/career?c=5&amp;g=Go">https://www.onetonline.org/find/career?c=5&amp;g=Go</a></p> <p><a href="http://www.collegeboard.com">www.collegeboard.com</a> College and Career and Testing Information Site</p> <p><a href="http://www.act.org">www.act.org</a> College and Career and Testing Information Site</p> <p><a href="http://www.bigfutures.org">www.bigfutures.org</a> Big Futures – Career and College Search and Planning</p> |
| Post-Secondary       | <p><a href="https://www.mynextmove.org/">https://www.mynextmove.org/</a></p> <p><a href="http://www.educationplanner.org">www.educationplanner.org</a> Site for college and career information. Free website</p> <p><a href="http://www.collegeboard.com">www.collegeboard.com</a> College and Career and Testing Information Site</p>  |



[www.act.org](http://www.act.org) College and Career and Testing Information Site

[www.mymajors.com](http://www.mymajors.com) (College major website)

[www.myplan.com](http://www.myplan.com) (College board site)-Excellent major finder

[www.whatcanidowithismajor.com](http://www.whatcanidowithismajor.com)  
Connects majors to careers

**FASFA night** – Have representative come out to walk through the FASFA and have students apply with parent/guardian

[Financial Aid Night – Understanding financial aid and the steps on applying to post-secondary institution](#)

<https://studentaid.gov/h/apply-for-aid/fafsa>

**Lesson: Dual enrollment vs. AP** – What is the difference and how to know what classes to take and count

[Aim for the Future Field Trip – Travel to Community College of Beaver County and tour all Dual Enrollment programs for students College in High School](#)  
[www.ccbc.org](http://www.ccbc.org)

[www.bigfutures.org](http://www.bigfutures.org)

[www.pheaa.org](http://www.pheaa.org) PHEAA's home page

[www.fafsa.gov](http://www.fafsa.gov) . Free Application for Federal Student Aid

Related Areas:

[www.finaid.org](http://www.finaid.org) The SmartStudent™ Guide to Financial Aid

[www.fastweb.com](http://www.fastweb.com) Includes free scholarship search

[www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov) General financial aid info

[www.direct.ed.gov](http://www.direct.ed.gov) Home page of the U.S. Department of Education's Direct Loan Program

### **College Savings Plan**

[www.collegesavings.org](http://www.collegesavings.org) Financial support resources

[www.upromise.com](http://www.upromise.com) Financial support resources

[https://www.onetonline.org/O\\*Net](https://www.onetonline.org/O*Net) Online Career Search and Exploration

### **College Costs and Financial Aid/Planning:**

[www.pheaa.org](http://www.pheaa.org) PHEAA's home page

[www.fafsa.gov](http://www.fafsa.gov) Free Application for Federal Student Aid

[www.finaid.org](http://www.finaid.org) The SmartStudent™ Guide to Financial Aid

[www.fastweb.com](http://www.fastweb.com) Includes free scholarship search

[www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov) General financial aid info

[www.direct.ed.gov](http://www.direct.ed.gov) Home page of the U.S. Department of Education's Direct Loan Program

|                                    |  |
|------------------------------------|--|
|                                    | <p>Financial Aid Night – 9<sup>TH</sup> -12<sup>TH</sup></p> <p>Testing Night – PSAT 8/9, PSAT 10, ASVAB</p> <p>AAHS Area College Fair – 9<sup>TH</sup> - 12<sup>TH</sup></p> <p>Reality Fair – 9<sup>TH</sup> -12<sup>TH</sup></p> <p>Transition Night – 8<sup>TH</sup> to 9<sup>th</sup> grade and 9<sup>th</sup> to 10<sup>th</sup> at the HS</p> <p>9-12<sup>th</sup> College and Career Planning Night/ NCAA – 9-12<sup>th</sup></p> <p>Community Night – Organizations at the HS</p> <p>Open House</p>   |
| Government & Public Administration | <p><a href="https://www.careerkey.org/fit/cluster-s-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/cluster-s-pathways/career-clusters-and-career-pathways</a></p> <p><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a></p> <p><a href="https://www.onetonline.org/O*NetOnlineCareerSearchandExploration">https://www.onetonline.org/O*NetOnline Career Search and Exploration</a></p> <p><a href="https://www.onetonline.org/find/career?c=7&amp;g=Go">https://www.onetonline.org/find/career?c=7&amp;g=Go</a></p> <p><a href="https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/">https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/</a></p> |
| Finance                            | <p><a href="https://www.careerkey.org/fit/cluster-s-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/cluster-s-pathways/career-clusters-and-career-pathways</a></p> <p><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a></p> <p><a href="#">Junior Achievement: JA Personal Finance and Career Success-Implemented grades 9-12th</a></p> <p><a href="https://jausa.ja.org/">https://jausa.ja.org/</a> in Collaboration with Columbia Gas Volunteers</p>   |

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|                       | <a href="https://www.onetonline.org">https://www.onetonline.org</a> O*Net Online Career Search and Exploration<br><a href="https://www.onetonline.org/find/career?c=6&amp;g=Go">https://www.onetonline.org/find/career?c=6&amp;g=Go</a><br><a href="https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/">https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/</a>   |
| Health Science        | <a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a><br><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a><br><a href="https://www.onetonline.org">https://www.onetonline.org</a> O*Net Online Career Search and Exploration<br><a href="https://www.onetonline.org/find/career?c=8&amp;g=Go">https://www.onetonline.org/find/career?c=8&amp;g=Go</a><br><a href="https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/">https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/</a> |
| Hospitality & Tourism | <a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a><br><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a><br><a href="https://www.onetonline.org">https://www.onetonline.org</a> O*Net Online Career Search and Exploration<br><a href="https://www.onetonline.org/find/career?c=9&amp;g=Go">https://www.onetonline.org/find/career?c=9&amp;g=Go</a><br><a href="https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/">https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/</a> |
| Human Services        | Beaver County Behavioral Health – 724-892-2827<br><a href="https://www.beavercountypa.gov/departments/behavioral-health">https://www.beavercountypa.gov/departments/behavioral-health</a>  |

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|                        | <p>Community Alternatives – 724-728-0535<br/> <a href="https://www.communityalt.org/">https://www.communityalt.org/</a></p> <p>Family Behavioral Resources – 724-888-2097<br/> <a href="https://www.clarvida.com/pennsylvania/">https://www.clarvida.com/pennsylvania/</a></p> <p>Glade Run Lutheran Services – 724-843-0816<br/> <a href="https://gladerun.org/">https://gladerun.org/</a></p>   |
|                        | <p>Heritage Valley Health Systems – 412-749-7330<br/> <a href="https://www.heritagevalley.org/">https://www.heritagevalley.org/</a></p> <p>Western PA Psych Care – 724-728-8411<br/> <a href="https://www.westernpapsychcare.org/">https://www.westernpapsychcare.org/</a><br/> <a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a><br/> <a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a><br/> <a href="https://www.onetonline.org/O*NetOnlineCareerSearchandExploration">https://www.onetonline.org/O*NetOnlineCareerSearchandExploration</a><br/> <a href="https://www.onetonline.org/find/career?c=10&amp;g=Go">https://www.onetonline.org/find/career?c=10&amp;g=Go</a><br/> <a href="https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/">https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/</a></p> |
| Information Technology | <p><a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a><br/> <a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a><br/> <a href="https://www.onetonline.org/O*NetOnlineCareerSearchandExploration">https://www.onetonline.org/O*NetOnlineCareerSearchandExploration</a></p>  |

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|  | <p><a href="https://www.onetonline.org/find/career?c=11&amp;g=Go">https://www.onetonline.org/find/career?c=11&amp;g=Go</a></p> <p><a href="https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/">https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/</a></p>  |
| <p>Law, Public Safety, Corrections, &amp; Security</p> | <p><a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a></p> <p><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a></p> <p><a href="https://www.onetonline.org/O*NetOnline/CareerSearchandExploration">https://www.onetonline.org/O*NetOnline/CareerSearchandExploration</a></p> <p><a href="https://www.onetonline.org/find/career?c=12&amp;g=Go">https://www.onetonline.org/find/career?c=12&amp;g=Go</a></p> <p><a href="https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/">https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/</a></p> <p><a href="https://www.ambridgeboro.org/borough-departments/police-department/">Ambridge Police Department : https://www.ambridgeboro.org/borough-departments/police-department/</a></p> <p>Department of Corrections Positions:<br/> <a href="https://www.pa.gov/agencies/cor/about-us/employment.html">https://www.pa.gov/agencies/cor/about-us/employment.html</a></p> <p>Criminal Investigator:<br/> <a href="https://www.indeed.com/viewjob?jk=4430dd79c3162d37&amp;from=shareddesktop">https://www.indeed.com/viewjob?jk=4430dd79c3162d37&amp;from=shareddesktop</a></p> |
| <p>Manufacturing</p>                                   | <p><a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a></p> <p><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a></p>  |

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|                            | <p><a href="https://www.onetonline.org">https://www.onetonline.org</a> O*Net Online Career Search and Exploration</p> <p><a href="https://www.onetonline.org/find/career?c=13&amp;g=Go">https://www.onetonline.org/find/career?c=13&amp;g=Go</a></p> <p><a href="https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/">https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/</a></p> <p>Marcellus Shale:<br/><a href="https://marcelluscoalition.org/category/newsroom/">https://marcelluscoalition.org/category/newsroom/</a></p> <p>Shell Corporation jobs:<br/><a href="https://www.shell.us/about-us/careers.html#vanity-aHR0cHM6Ly93d3cuc2h1bGwudXMvY2FyZWVycy5odG1s">https://www.shell.us/about-us/careers.html#vanity-aHR0cHM6Ly93d3cuc2h1bGwudXMvY2FyZWVycy5odG1s</a></p> <p>Manufacturing Careers in PA:<br/><a href="https://www.careertechpa.org/manufacturing-your-career/">https://www.careertechpa.org/manufacturing-your-career/</a></p> |
| Marketing, Sales & Service | <p><a href="https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/clusters-pathways/career-clusters-and-career-pathways</a></p> <p><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a></p> <p><a href="https://www.onetonline.org">https://www.onetonline.org</a> O*Net Online Career Search and Exploration</p> <p><a href="https://www.onetonline.org/find/career?c=14&amp;g=Go">https://www.onetonline.org/find/career?c=14&amp;g=Go</a></p> <p><a href="https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/">https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/</a></p>  |
| Marketing, Sales & Service | <p>UPMC</p> <p>AAHS – PR – Shari Berg</p> <p>Xello documents/announcements</p>   |

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|   | <p>Almanac<br/> Pittsburgh Tribune-Review<br/> Ambridge Connection<br/> Twitter<br/> Instagram<br/> Bridger Blast</p>   |
| <p>Science, Technology, Engineering &amp; Mathematics</p> | <p><a href="#">Beaver County Building Trades Video:</a><br/> <a href="https://vimeo.com/rynopro/review/359615373/218250af21">https://vimeo.com/rynopro/review/359615373/218250af21</a></p>  |
| <p>Career Readiness</p>                                   | <p><a href="http://www.bigfutures.org">www.bigfutures.org</a> – Explore Your College and Future<br/> <a href="http://www.ASVAB.org">www.ASVAB.org</a> – Understanding the ASVAB and testing<br/> <a href="http://www.collegeboard.org">www.collegeboard.org</a> – Preparing for the Future<br/> <a href="http://www.YouTube.com">www.YouTube.com</a> Success in the New Economy narrated by Kevin Fleming<br/> <a href="http://www.YouTube.com">www.YouTube.com</a> Mike Rowe testifies before the US Senate<br/> <a href="http://www.cwds.state.pa.us">www.cwds.state.pa.us</a> Commonwealth Workforce Development System, PA Career Link Information for job seekers and employers in PA<br/> <br/> <a href="https://www.pa.gov/agencies/dli.html">https://www.pa.gov/agencies/dli.html</a><br/> 1 - Top 50 Careers in PA<br/> Occupations with the largest expected growth:<br/> <a href="https://www.bls.gov/emp/tables/occupations-most-job-growth.htm">https://www.bls.gov/emp/tables/occupations-most-job-growth.htm</a></p> |



[On-the Job Training: https://jtbc.org/](https://jtbc.org/)  
[- Job Training for Beaver County –](#)  
[On the Job experience – hands on](#)  
[learning](#)

Internship placement:

Internship:

TIPS-Tom, Dave Clark – CYS

OVR - Reed Sourbeer (412) 392-4959

ASCSA - Jennifer Kirk (412) 613-1082

**Apprenticeship: German**  
**American Chamber of Commerce**  
**Pre-Apprenticeship**

[Weeks: 36 – Now offered at](#)  
[Ambridge Area School District –](#)  
[www.ambridge.k12.pa.us](http://www.ambridge.k12.pa.us) – [Services](#)  
[– Guidance and Counseling – Course](#)  
[of Studies Book 2025-2026](#)

**Grades: 11, 12**

**Credit: 1.0**

Pre-Apprenticeship services and programs are designed to prepare students to enter and succeed in registered Apprenticeship programs. In other words: they are paid, college-credited internships that give High School students in their senior year the opportunity to explore and learn about exciting career paths. The execution of the Pre-Apprenticeship is twofold as per below.

Work Based Learning

[\\*Pre-requisite: Student Must Speak with Member of the School Counseling office and transition coordinator. Student will receive the apprenticeship program by teacher recommendation only. Bonnie Deangelis bdeangelis@ambridge.k12.pa.us](#)

1. Dual Enrollment (College in the classroom) and certification

Through dual enrollment agreements, students will be trained skills that are relevant for the manufacturing industry as well as prepare them to pass the MT1 certification (Manufacturing Technician Level 1 from the MSI Institute). The certification is on the one hand recognized in the industry nationwide and on the other hand bound with 6 college credits from CCAC that can later on be transferred (e.g. into the Apprenticeship Program).

2. Paid internship at a company

When senior students decide to participate in our Pre-Apprenticeship program they get paired with a company, where they will be job shadowing at state-of-the-art facilities and get familiar with careers in technical or manufacturing fields. The paid internship will be integrated into the student's school schedule and will make the preparations for the MT1 certification more relevant and hands-on

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|   | <p><u>School Based: Slipper Rock Work Based Service Learning:</u><br/> <a href="https://www.sru.edu/news/090324a#:~:text=According%20to%20the%20Lumina%20Foundation,appointment%20with%20Bowser%20on%20Handshake.">https://www.sru.edu/news/090324a#:~:text=According%20to%20the%20Lumina%20Foundation,appointment%20with%20Bowser%20on%20Handshake.</a></p>   |
|   | <p><u>Flipping the Career Decision Paradigm Video:</u><br/> <a href="https://vimeo.com/174407736">https://vimeo.com/174407736</a></p>  |
| <p>Transportation, Distribution &amp; Logistics</p> | <p><a href="https://www.careerkey.org/fit/cluster-s-pathways/career-clusters-and-career-pathways">https://www.careerkey.org/fit/cluster-s-pathways/career-clusters-and-career-pathways</a></p> <p><a href="https://www.careerkey.org/fit/personality/holland-personality-types">https://www.careerkey.org/fit/personality/holland-personality-types</a></p> <p><a href="https://www.onetonline.org/O*NetOnlineCareerSearchandExploration">https://www.onetonline.org/O*NetOnlineCareerSearchandExploration</a></p> <p><a href="https://www.onetonline.org/find/career?c=16&amp;g=Go">https://www.onetonline.org/find/career?c=16&amp;g=Go</a></p> <p><a href="https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/">https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/</a></p> |
|   | <p><u>Leetsdale truck driving school:</u><br/> <a href="https://truckdrivingschoolsinfo.com/truck-driving-schools-leetsdale-pennsylvania/">https://truckdrivingschoolsinfo.com/truck-driving-schools-leetsdale-pennsylvania/</a></p>   |
| <p>Technical Training Topics</p>                    | <p><u>On-the-Job Training:</u> <a href="http://www.jtbc.org">www.jtbc.org</a></p> <p>Beaver County Career and Technology Center – BCCTC – Field Trip to learn about all programs in 8<sup>th</sup> and 10<sup>th</sup> grade</p> <p><u>In Class Scheduling – Discuss how to apply and sign-up for the Technical Programs</u> <a href="http://www.bcctc.org">www.bcctc.org</a></p>  |

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|                            | <p><a href="#">Builders Guild – Field Trip – Students need to identify 3 trades that are hiring and the qualifications needed for that position in that field</a><br/> <a href="https://ua449.com/">https://ua449.com/</a></p> <p>Career day: Carpenters Union / Steelworkers / Steamfitters speakers<br/> – List all qualifications for that position and what they do on the job as Career Day Beaver County Career and Technology Center – Industry Certified Recognition</p> <p><a href="#">CCBC High School / Dual Enrollment Academies</a><br/> <a href="http://www.ccbc.org">www.ccbc.org</a> <a href="#">High School Academies</a><br/> <a href="https://www.ccbc.edu/high-school-academies">https://www.ccbc.edu/high-school-academies</a></p> <p>College in High School Chemistry / Pitt Lab – University of Pittsburgh Dual Enrollment</p> <p>Trade School partnership:<br/> Special Education: Hiram G. Andrews<br/> <a href="http://www.myplan.com">www.myplan.com</a> (College board site)-Excellent major finder</p> <p>Fundamentals of Cyber Security classes added at the HS Course of studies 2024-2025 School Year and Beyond.</p> |
| Intermediate Organizations | <a href="http://www.bviu.org">www.bviu.org</a> -  |
| Umbrella Organizations     | Beaver County Behavioral Health – 724-891-2827  |

**Agriculture, Food & Natural Resources** – Job Titles from O\*Net – Agriculture, Agricultural Mechanization, Agricultural Production Operations, Agricultural & Food Products Processing, Horticulture/Horticultural Operations, Animal Sciences, Veterinary/Animal Health Technology/Technician & Veterinary Assistant, Agriculture Operations & Related Sciences, Natural Resources Management & Policy, Forestry Technology/Technician

<https://www.mynextmove.org/>

[www.YouTube.com](http://www.YouTube.com) [Success in the New Economy](#) narrated by Kevin Fleming

[www.YouTube.com](http://www.YouTube.com) [Mike Rowe testifies before the US Senate](#)

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>

<https://www.bcctc.org/>

<https://neaged.org/student-commons/career-information/why-agriculture/>

<https://www.nebraskacareerclusters.com/agriculture-food-natural-resources-2/?wvideo=jnr4hm8lxs>

**Architecture & Construction** – Job Titles from O\*Net – Architectural Drafting & Architectural CAD/CADD, Mason/Masonry, Carpentry/Carpenter, Lineworker, Electrical & Power Transmission Installers, Building/Property Maintenance, Painting/Painter & Wall Coverer, Plumbing Technology/Plumber, Well Drilling/Driller, Construction Trades, Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/Technician

<https://www.mynextmove.org/>  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>  
<https://www.bcctc.org/>  
<https://www.education.ne.gov/nce/careerdevelopment/architecture-and-construction-cluster/>

### **Arts, A/V Technology & Communications**

<https://www.mynextmove.org/>  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>  
<https://www.bcctc.org/>  
<https://www.education.ne.gov/nce/careerdevelopment/communication-arts-cluster/>

### **Business Management & Administration**

<https://www.mynextmove.org/>  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>  
<https://www.bcctc.org/>  
<https://www.education.ne.gov/nce/careerdevelopment/business-management-administration-cluster/>

### **Education & Training**

<https://www.mynextmove.org/>  
[www.YouTube.com](http://www.YouTube.com) Success in the New Economy  
narrated by Kevin Fleming  
[www.YouTube.com](http://www.YouTube.com) Mike Rowe testifies before the  
US Senate  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>  
<https://www.bcctc.org/>  
<https://www.education.ne.gov/nce/careerdevelopment/education-training-cluster/>

## **Finance**

<https://www.mynextmove.org/>  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>  
<https://www.education.ne.gov/nce/careerdevelopment/finance-cluster/>

## **Government & Public Administration**

<https://www.mynextmove.org/>  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>  
<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>  
<https://www.education.ne.gov/nce/careerdevelopment/government-public-administration-cluster/>

## **Other, Military**

· [www.af.mil](http://www.af.mil) United States Department of the Air Force

· [www.afcrossroads.com](http://www.afcrossroads.com) Supporting military families

· [www.goarmy.com](http://www.goarmy.com) Explore the possible Army careers

· [www.rotc.com](http://www.rotc.com) The Reserve Officers' Training Corps (ROTC) is a college-based officer training

program for training commissioned officers of the United States Armed Forces

[official-asvab.com](http://official-asvab.com) Explore the ASVAB testing and military aspects of testing

## **Health Science**

<https://www.mynextmove.org/>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>

<https://www.bcctc.org/>

<https://www.education.ne.gov/nce/careerdevelopment/health-sciences-cluster/>

<https://www.nebraskacareerclusters.com/health/?wvid eo=arh32d879j>

## **Hospitality & Tourism**

<https://www.mynextmove.org/>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>

<https://www.bcctc.org/>

<https://www.education.ne.gov/nce/careerdevelopment/>



[hospitality-and-tourism-cluster/](#)

### **Human Services**

<https://www.mynextmove.org/>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>

<https://www.bcctc.org/>

<https://www.education.ne.gov/nce/careerdevelopment/human-services-cluster/>

### **Information Technology**

<https://www.mynextmove.org/>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>

<https://www.bcctc.org/>

<https://www.education.ne.gov/nce/careerdevelopment/information-technology-cluster/>

### **Law, Public Safety, Corrections & Security**

<https://www.mynextmove.org/>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>

<https://www.bcctc.org/>

<https://www.education.ne.gov/nce/careerdevelopment/>

[law-public-safety-corrections-security-cluster/](#)

### **Manufacturing**

<https://www.mynextmove.org/>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>

<https://www.bcctc.org/>

<https://www.education.ne.gov/nce/careerdevelopment/manufacturing-cluster/>

### **Marketing**

<https://www.mynextmove.org/>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>

<https://www.bcctc.org/>

<https://www.education.ne.gov/nce/careerdevelopment/marketing-cluster/>

### **Science, Technology, Engineering & Mathematics**

<https://www.mynextmove.org/>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>

<https://www.bcctc.org/>

## **Transportation, Distribution & Logistics**

<https://www.mynextmove.org/>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Resources/Teacher%20Resources/IndustryRecognized/Pages/default.aspx>

<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>

<https://www.bcctc.org/>

### **Additional resources for students:**

#### **Career Readiness and Job Outlook:**

<https://www.mynextmove.org/>

[www.bls.gov/k12](http://www.bls.gov/k12) Bureau of Labor Statistics, Many resources and information for students and educators

[www.bls.gov/ooh](http://www.bls.gov/ooh)- Occupational Outlook Handbook

<http://money.usnews.com/careers/best-jobs/rankings>  
(Top 100 jobs) US News Best Jobs in 2013

[www.cwds.state.pa.us](http://www.cwds.state.pa.us) Commonwealth Workforce Development System, PA Career Link

Information for job seekers and employers in PA

<http://www.quintcareers.com> Great site for job seekers of any age-tips on numerous job searchrelated topics

#### **Other Resources:**

[www.pasca-web.org](http://www.pasca-web.org) – PA. School Counselors site, with PA Companion Guide and Tools

[www.princetonreview.org](http://www.princetonreview.org) - Information on College Majors and Careers

[www.huffingtonpost.org](http://www.huffingtonpost.org)- Information on College Majors and Careers

[www.YouTube.com](http://www.YouTube.com) Success in the New Economy narrated by Kevin Fleming

[www.YouTube.com](http://www.YouTube.com) Mike Rowe testifies before the US Senate

[www.ambridge.k12.pa.us](http://www.ambridge.k12.pa.us) – Ambridge Area School District

[www.nacac.com](http://www.nacac.com) The National Association for College Admission Counseling (NACAC), founded in 1937, is an organization of more than 15,000 professionals from around the world dedicated to serving students as they make choices about pursuing postsecondary education

[www.mycollegeguide.org/index](http://www.mycollegeguide.org/index) Need help finding or getting into a college or university, a scholarship or college loan, figuring out the best college degree or major for you

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### **Testing**

[www.act.org](http://www.act.org) The ACT® is the leading US college admissions test, measuring what you learn in high school to determine your academic readiness

[www.collegeboard.com](http://www.collegeboard.com) Get connected to your college. Find official college planning and preparation tools to help you succeed

[www.kaplan.com](http://www.kaplan.com) Offers preparation for more than 90 standardized tests

[www.testprep.com](http://www.testprep.com) Test prep resources to support students

[www.toefl.org](http://www.toefl.org) The most widely respected English language test in the world

### **Athletics**

[www.naia.org](http://www.naia.org)- alternative Organization to the NCAA

[www.ncaa.org/eligibility/cbsa](http://www.ncaa.org/eligibility/cbsa) Eligibility registration and standards for freshman athletes

### **Summer Programs**

[www.summerfun.com](http://www.summerfun.com) Summer programs for high school students

**InterimYear**

[www.rotary.org](http://www.rotary.org) Bring together business and professional leaders

[www.nols.edu](http://www.nols.edu) A wilderness education school offering expedition length courses in eight countries Study Abroad

[www.studyabroad.com](http://www.studyabroad.com) Opportunities for students outside the US

**All Career Clusters Information: 16**

<https://www.education.ne.gov/nce/careerdevelopment/nce-career-fields-career-clusters/> - [All academic 16 career cluster exploration](#)

**Fine Arts**

Visual Arts ([www.petersons.com/college-search/music-school-dance-school.aspx](http://www.petersons.com/college-search/music-school-dance-school.aspx)) When you apply to a music school, dance school, or art school, that talent will be your greatest asset

## Organizing Career/Postsecondary Resources: 6-12 Workforce Information:

[www.bls.gov/k12](http://www.bls.gov/k12) Bureau of Labor Statistics, Many resources and information for students and educators

[www.bl.gov/ooh](http://www.bl.gov/ooh)- Occupational Outlook Handbook

<http://money.usnews.com/careers/best-jobs/rankings> (Top 100 jobs) US News Best Jobs in 2013

[www.cwds.state.pa.us](http://www.cwds.state.pa.us) Commonwealth Workforce Development System, PA Career Link

Information for job seekers and employers in PA

<http://www.quintcareers.com> Great site for job seekers of any age-tips on numerous job searchrelated topics

Post-Secondary Information:

[www.educationplanner.org](http://www.educationplanner.org) Site for college and career information. Free website

[www.collegeboard.com](http://www.collegeboard.com) College and Career and Testing Information Site

[www.act.org](http://www.act.org) College and Career and Testing Information Site

[www.mymajors.com](http://www.mymajors.com) (College major website)

[www.myplan.com](http://www.myplan.com) (College board site)-Excellent major finder

[www.whatcanidowithismajor.com](http://www.whatcanidowithismajor.com) Connects majors to careers

College Costs and Financial Aid/Planning:

[www.pheaa.org](http://www.pheaa.org) PHEAA's home page

[www.fafsa.gov](http://www.fafsa.gov). Free Application for Federal Student Aid

[www.finaid.org](http://www.finaid.org) The SmartStudent™ Guide to Financial Aid

[www.fastweb.com](http://www.fastweb.com) Includes free scholarship search

[www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov) General financial aid info

[www.direct.ed.gov](http://www.direct.ed.gov) Home page of the U.S. Department of Education's Direct Loan Program

Other Resources:

[www.pasca-web.org](http://www.pasca-web.org) – PA. School Counselors site, with PA Companion Guide and Tools

[www.princetonreview.org](http://www.princetonreview.org) - Information on College Majors and Careers

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preparation tools to help you succeed

[www.kaplan.com](http://www.kaplan.com) Offers preparation for more than 90 standardized tests

[www.testprep.com](http://www.testprep.com) Test prep resources to support students

[www.toefl.org](http://www.toefl.org) The most widely respected English language test in the world

Athletics

[www.naia.org-alternative](http://www.naia.org-alternative) Organization to the NCAA

[www.ncaa.org/eligibility/cbsa](http://www.ncaa.org/eligibility/cbsa) Eligibility registration and standards for freshman athletes

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Military

[www.af.mil](http://www.af.mil) United States Department of the Air Force

[www.afcrossroads.com](http://www.afcrossroads.com) Supporting military families

[www.goarmy.com](http://www.goarmy.com) Explore the possible Army careers

[www.rotc.com](http://www.rotc.com) The Reserve Officers' Training Corps (ROTC) is a college-based officer training program for training commissioned officers of the United States Armed Forces

[official-asvab.com](http://official-asvab.com) Explore the ASVAB testing and military aspects of testing

Summer Programs

[www.summerfun.com](http://www.summerfun.com) Summer programs for high school students

Interim Year

[www.rotary.org](http://www.rotary.org) Bring together business and professional leaders

[www.nols.edu](http://www.nols.edu) A wilderness education school offering expedition length courses in eight countries

Study Abroad

[www.studyabroad.com](http://www.studyabroad.com) Opportunities for students outside the US

College Savings Plan

[www.collegesavings.org](http://www.collegesavings.org) Financial support resources

[www.upromise.com](http://www.upromise.com)

Financial

Support

## **Individualized Academic / Career Plan:**

The Individualized Academic / Career Plan is an ongoing focus in the Ambridge Area School District. In 8th grade, students begin creating their individualized academic and career plan. The plan is a combination of hard copy and electronic files. All of the activities are completed in their regularly scheduled Guidance class over a period of two months. Students are required to attend these classes, and students are responsible for maintaining their portfolio as the unit progresses. However, the counselors are responsible for monitoring class attendance to ensure all students participate in all activities and for verifying that students have updated their portfolios. As students continue to high school, the electronic component will consist of students completing the various surveys on Xello. The hard copy will include a printable resume along with aids to the college search process such as the College Comparison Sheet. The students are responsible for completing the various surveys, their resume and four-year planning guide. Counselors are responsible for checking for completion and conferencing with students regarding survey outcomes as they relate to the post-high school planning process, resume items to include and navigating the Xello and Common Application sites. As students complete the various components they will be asked to provide personal demographic information, which includes full name, address, phone number, email and some family related items. Students will also be asked to provide specific demographic information pertaining to the High School and the community. Other demographic information that may be requested includes GPA, class rank (military academies and scholarship programs), courses taken in each year of high school, and possibly grades earned in each class. Students and parents will also need to know their log-in information for Xello.

In 8<sup>th</sup> grade, students complete personality and interest inventories (sample Myers-Briggs and a Holland interest inventory), conduct research on multiple professions using O\*NET, and reflect on the outcomes of these lessons as to personal fit. Students will also identify which educational level they plan to attain and what can be done over the course of high school to prepare for this plan. Students also create basic resumes. At the high school level, students will complete three self-assessment inventories (*Do What You Are*, *Cluster Finder* & *Career Interest Profiler*) as well as the *Career Exploration Survey* in the Xello program during their tenth grade year. The counselors discuss the inventory results with each student to help provide direction about course selection. Furthermore, the information gathered from the inventories and survey are used during the individual junior meetings to help provide direction in discussing post-secondary choices and career options. The feedback from the inventories also provides a personality profile that highlights soft skills such as communication skills, teamwork and collaboration, adaptability, negotiating skills and problem solving. When students complete the inventories and the survey, this will satisfy the requirements of the graduation project.

At the beginning of every school year, parents are invited to an open house to engage with and learn more about their students' teachers, counselors, and administrators. At the 8<sup>th</sup> grade level, parents are informed of the Career Unit activities through email as well as a presentation to the PTSO. Every year the counselors also hold parent meetings for grades 9-12. All parents are invited to join the counselors at the high school to review and plan for each student's' academic agenda. A financial aid night is provided for all parents interested in learning the process of planning to pay for post-secondary schooling. Along with financial planning, parents are encouraged to attend a joint college fair with their child to acquire more information on specific colleges that they may be interested in. The parents have the option to participate in a college seminar where college representatives discuss an in-depth description of the admissions process. A monthly newsletter is sent to parents covering a variety of topics from helpful college resources to counseling program updates. All parents have access to BlendedSchools, MMS, and Xello where they are able to stay updated on their child's academic progress. They are also able to assist in the college application process through the Xello parent portal. The counselors meet with every junior student and their parents to go over academic progress, career aspirations, and a plan to reach their future goals.



The faculty and administrator are informed our the district's academic/career plans in a variety of ways. At the beginning of the year, there are a number of inservice sessions built around updating faculty and administration regarding academic/career programming. This process is continued throughout the year at faculty meeting and more inservice training. The teachers and administrators are also kept abreast of programming through frequent emails and collaborative efforts such as the roll out of the Xello Career Portfolio in the World History classes. Teachers and faculty have an important role in helping students with college applications by writing recommendations and collaborating electronically through Xello. Many teachers and administrators serve on planning committees that help shape the direction and new initiatives that are part of the comprehensive academic/career plan for students.

Each year, students will engage in career readiness planning. As freshmen, students are introduced to Xello, a comprehensive college and career readiness program. Students complete inventories addressing learning styles, multiple intelligences, and personal strengths. Accounting for inventory results, students explore compatible careers including qualifications, knowledge and skills, and wages. Students choose a postsecondary goal and begin a four-year plan to attain that goal. Students begin the resume building process by adding all past and current academic, athletic, social, leadership, volunteer, and work accomplishments and experiences.

During sophomore year, students complete personality inventories (Meyer's Briggs, Holland Code, and Career Cluster) and ASVAB testing alongside preliminary SAT and ACT exams . Results are aligned with compatible career options. Students research and evaluate matched careers. Students then determine their current career goals and identify ways in which to prepare, acquire, advance within, and build upon those careers.

Junior year, students meet individually with their counselors to solidify postsecondary options. They identify their goals and the necessary steps for accomplishing them. This process entails the student establishing and presenting their goal and plan to the counselor for feedback. Together the counselor and student ensure that proper steps are identified and addressed to reach the student's attainable goal. As seniors, students work towards their goals and periodically check in with counselors to ensure that they are reaching their goals within the appropriate time frames. Students finalize resumes, applications, essays, and postsecondary destinations throughout the course of the year.

| Grade | Career Development Interventions for All Students |
|-------|---|
| K     |   |
| 1     |   |
| 2     |   |
| 3     |   |
| 4     |   |
| 5     |   |
| 6     | Xello Training                                    |

|    |   |
|----|---|
| 7  | Xello / “Be Your Own Boss”/Entrepreneurial Unit   |
| 8  | Xello / Career Day; Career Exploration / Planning Portfolio completion;                 |
| 9  | Xello / Freshman Seminar, Resume Building   |
| 10 | ASVAB / Xello / Career Unit and Exploration   |
| 11 | Xello / Junior Transition - Post High School Planning, Career Exploration Opportunity   |
| 12 | Senior Transition Meeting, Secondary Post High School Plan, Post High School Transition |

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

Describe your activities/events and interventions for increasing awareness for students/parents and educators regarding your local Career and Technical Center. (Include these in your curriculum action Plan and stakeholder strategy charts.)

The following activities are designed to increase awareness for students, parents and educators regarding Beaver County Career Center and CCBC programs: Every 5<sup>th</sup> grade student will receive information about the BCCTC/CCBC during a classroom guidance lesson. Teachers will be invited to participate in the lesson to learn about BCCTC/CCBC options. Students will be encouraged to share the information with their parents.

In 8th grade, students will take part in a unit in the school to careers class that goes over all of the curricular opportunities in high school, including the BCCTC/CCBC option for 11th and 12th grade.

Each 8th grade student will complete a four year schedule planner that may include BCCTC/CCBC as an option for their high school plan.

Every 9th grader will receive information about the BCCTC/CCBC options during an annual scheduling presentation.

Every 10th grader will take part in a lesson about career and technical education, including but not limited to the Success in the New Economy video and a brief RAISEC interest inventory.

Every 10th graders will take part in an assembly to learn about the BCCTC/CCBC and each of the programs offered.

Every 10th grader will be offered the opportunity to tour the BCCTC/CCBC on a school day to learn more about the center.

Every 9th grader and 10<sup>th</sup> and 11<sup>th</sup> graders interested in cosmetology will be offered the opportunity to shadow at the BCCTC/CCBC to explore individual programs further.

All parents will be invited to attend an open house at the BCCTC/CCBC to learn about the programs offered there. Letters will be sent home at scheduling time, and the power point will be posted to the district website.

Educators in grades K-12 will be invited to tour the BCCTC/CCBC with the 10th grade tour.

| Grade | Number of Students | Career Awareness and Preparation: 13.1.5-8 Standard / ASCA Domain and Standard  | Guidance Activity that leads to career exploration:  | Implementing  | Evidence  |
|-------|--------------------|---|--|---|---|
| 5-8th | All students       | A. Relate Careers to Individual Interests, Abilities and aptitudes - I can list 10 careers that match my interests and abilities / Cat. 2: B-LS 1. / Cat 2. B-SMS 1                       | Complete at least two assessments (Interest, aptitude, personality or values (A)   | Scheduling-Elective Choices - Individual Classroom Meetings/ Class scheduling/Course selection scheduling process | Classroom Scheduling Sheets   |
| 5-8th | All students       | B. Relate careers to personal interests, abilities, and aptitudes. I can list 10 careers that match my interests and abilities.   | Research careers that match your self-assessment results and select and rank your top 3 choices (B)  | 504 Implementation / Classroom lessons/Cello  | Results -Scores / 504 Transition Individual Plans / Individual College board accounts |
| 5-8th | All students       | C. Explain how both traditional and nontraditional careers offer or hinder career opportunities. I can list five non-traditional careers for both boys and girls.                         | Interview two individuals who have non-traditional careers or have had to adjust to a new job responsibility. Discuss non-traditional career options. as related to opportunity (C.)   | Classroom lessons. Social Studies classes   | Report on their findings.   |
| 5-8th | All students       | D. Explain the relationship of career training programs to employment opportunities. I have researched 3 types of career training programs and their related employment possibilities. D. | Participate in the following: Community Service, Career Focused Field Trips / Part-Time Employment (D) List different job titles/levels from your career path that need technical training, an associate's degree, a four-year degree, and a masters/professional degree. (D). | BCCTC Field Trip / Presentation. PSU Beaver 8th grade FT. PTC field trip.   | Pre-Post / Survey Test Information  |

Comprehensive School Counseling Goals and Career Strategies:

|       |              |  |   |  |   |
|-------|--------------|--|---|--|---|
| 5-8th | All students | <p>Analyze the economic factors that impact employment opportunities, such as, but not limited to: Competition/Geographic location/Global influences/Job growth/Job openings/Labor supply/Potential advancement/Potential earning/Salaries/benefits/unemployment. I can list 5 careers in demand in the area where I live. E. I understand how the global economy influences each person's job opportunities, earning and the rate of unemployment in our area. E.</p> | <p>Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 6-8 academic course selection plan as related to individual career goals (E.) Name 5 economic factors and explain how these factors affect your career goal (e.g. Competition, geographic location, global influences, job growth, job openings, labor supply, potential advancement, potential earnings, and salary/benefits). (E).</p> | <p>Scheduling Classroom Visits - Schedule Worksheets - Plan and Prepare for your future: Create Schedules for upcoming school year - individual class meetings / Scheduling / Club Activity day / Schedule Changes</p> | <p>Scheduling Sheets. Activities/ Sports/Club/Volunteer</p> |
| 5-8th | All students | <p>F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation. I have made a list of my extracurricular activities and community experiences and can describe how they may influence my career development.</p>   | <p>Explain how school subjects, extracurricular activities and community experiences contribute to career preparation. (F).</p>   | <p>College and Career visits / College and Future Career Survey Completion</p>   | <p>Pre-Post Test Data</p>                                   |
| 5-8th | All students | <p>G. Create an individualized career plan including, such as, but not limited to: Assessment and continued development of career portfolio//career goals/Cluster/pathway opportunities/Individual interests and abilities/Training/education requirements and financing. G. I have a written a career plan with goals, assessments, interests, abilities, and postsecondary plans.</p>  | <p>Update the career portfolio, featuring a career plan that includes postsecondary options (G)</p>   | <p>Scheduling for HS classes. Attend orientations/ classroom lessons/Elective presentations/Attend HS Transition day.</p>  |   |

|       |              |  |  |   |   |
|-------|--------------|--|--|---|---|
| 5-8th | All students | H. Choose personal electives and extracurricular activities based upon personal career interests, abilities and academic strengths. I have met with my 8th grade counselor and my parents to list courses and extracurricular plans for HS, matched to my academic and career goals. (H) | Update continue to create the career portfolio, featuring an academic and career plan that includes postsecondary options (H) this will include: career goals, individual interests, courses/electives, potential postsecondary education/training options. (G, H).            | Meet with HS counselors to assist in HS course selection process. Attend all scheduling/transition and activities in order to assist those making educated decisions. |   |
| 5-8th | All students | A. Relate Careers to Individual Interests, Abilities and aptitudes - I can list 10 careers that match my interests and abilities (A). / Cat. 2: B-LS 1. / Cat 2. B-SMS 1 /   | Complete at least two assessments (Interest, aptitude, personality or values (A)   | Scheduling-Elective Choices - Individual Classroom Meetings/ Class scheduling/Course selection scheduling process   | Classroom Scheduling Sheets   |
| 5-8th | All students | B. Relate careers to personal interests, abilities, and aptitudes. I can list 10 careers that match my interests and abilities. (B) / Cat. 2: B-LS 1. / Cat 2. B-SMS 1   | Research careers that match your self-assessment results and select and rank your top 3 choices (B)  | 504 Implementation / Classroom lessons/Cello  | Results -Scores / 504 Transition Individual Plans / Individual College board accounts |
| 5-8th | All students | C. Explain how both traditional and nontraditional careers offer or hinder career opportunities. I can list five non-traditional careers for both boys and girls.(C)   | Interview two individuals who have non-traditional careers or have had to adjust to a new job responsibility. Discuss non-traditional career options. as related to opportunity (C.)   | Classroom lessons. Social Studies classes   | Report on their findings.   |
| 5-8th | All students | D. Explain the relationship of career training programs to employment opportunities. I have researched 3 types of career training programs and their related employment possibilities. (D).  | Participate in the following: Community Service, Career Focused Field Trips / Part-Time Employment (D) List different job titles/levels from your career path that need technical training, an associate's degree, a four-year degree, and a masters/professional degree. (D). | BCCTC Classroom presentation / Presentation   | Pre-Post / Survey Test Information  |

|       |              |   |  |   |                                    |
|-------|--------------|---|--|---|------------------------------------|
| 5-8th | All students | Analyze the economic factors that impact employment opportunities, such as, but not limited to: Competition/Geographic location/Global influences/Job growth/Job openings/Labor supply/Potential advancement/Potential earning/Salaries/benefits/unemployment. I can list 5 careers in demand in the area where I live. (E). I understand how the global economy influences each person's job opportunities, earning and the rate of unemployment in our area. (E). | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 6-8 academic course selection plan as related to individual career goals (E.) Name 5 economic factors and explain how these factors affect your career goal (e.g. Competition, geographic location, global influences, job growth, job openings, labor supply, potential advancement, potential earnings, and salary/benefits). (E). | Scheduling Classroom Visits - Schedule Worksheets - Plan and Prepare for your future: Create Schedules for upcoming school year - individual class meetings / Scheduling / Club Activity day / Schedule Changes | Pre-Post / Survey Test Information |
| 5-8th | All students | F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation. I have made a list of my extracurricular activities and community experiences and can describe how they may influence my career development.(F)  | Explain how school subjects, extracurricular activities and community experiences contribute to career preparation. (F).   | College and Career visits / BC-CTC  | Pre-Post Test Data                 |
| 5-8th | All students | G. Create an individualized career plan including, such as, but not limited to: Assessment and continued development of career portfolio//career goals/Cluster/pathway opportunities/Individual interests and abilities/Training/education requirements and financing. (G.) I have a written a career plan with goals, assessments, interests, abilities, and postsecondary plans. (G).   | Update the career portfolio, featuring a career plan that includes postsecondary options (G)   | Scheduling for 8th grade classes. Attend orientations/ classroom lessons/Elective presentations/  |                                    |

|       |              |  |  |   |   |
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| 5-8th | All students | H. Choose personal electives and extracurricular activities based upon personal career interests, abilities and academic strengths. I have met with my 8th grade counselor and my parents to list courses and extracurricular plans for HS, matched to my academic and career goals. (H) | Update and continue to create the career portfolio, featuring an academic and career plan that includes postsecondary options (H) this will include: career goals, individual interests, courses/electives, potential postsecondary education/training options. (G, H).        | Meet with MS counselor to assist in course selection process. Attend all scheduling/transition and activities in order to assist those making educated decisions. | Pre-Post / Survey Test Information  |
| 5-8th | All students | A. Relate Careers to Individual Interests, Abilities and aptitudes - I can list 10 careers that match my interests and abilities (A). / Cat. 2: B-LS 1. / Cat 2. B-SMS 1   | Complete at least two assessments (Interest, aptitude, personality or values (A)   | Scheduling-Elective Choices - Individual Classroom Meetings/ Class scheduling/Course selection scheduling process   | Classroom Scheduling Sheets   |
| 5-8th | All students | B. Relate careers to personal interests, abilities, and aptitudes. I can list 10 careers that match my interests and abilities. (B) / Cat. 2: B-LS 1. / Cat 2. B-SMS 1   | Research careers that match your self-assessment results and select and rank your top 3 choices (B)  | 504 Implementation / Classroom lessons/Cello  | Results -Scores / 504 Transition Individual Plans / Individual College board accounts |
| 5-8th | All students | C. Explain how both traditional and nontraditional careers offer or hinder career opportunities. I can list five non-traditional careers for both boys and girls.(C)   | Interview two individuals who have non-traditional careers or have had to adjust to a new job responsibility. Discuss non-traditional career options. as related to opportunity (C.)   | Classroom lessons. Social Studies classes   | Report on their findings.   |
| 5-8th | All students | D. Explain the relationship of career training programs to employment opportunities. I have researched 3 types of career training programs and their related employment possibilities. (D).  | Participate in the following: Community Service, Career Focused Field Trips / Part-Time Employment (D) List different job titles/levels from your career path that need technical training, an associate's degree, a four-year degree, and a masters/professional degree. (D). | BCCTC Field Trip / Presentation. PSU Beaver 8th grade FT. PTC field trip.   | Pre-Post / Survey Test Information  |

|       |              |  |  |   |  |
|-------|--------------|--|--|---|--|
| 5-8th | All students | E. Analyze the economic factors that impact employment opportunities, such as, but not limited to: Competition/Geographic location/Global influences/Job growth/Job openings/Labor supply/Potential advancement/Potential earning/Salaries/benefits/unemployment. I can list 5 careers in demand in the area where I live. (E). I understand how the global economy influences each person's job opportunities, earning and the rate of unemployment in our area. (E). | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 6-8 academic course selection plan as related to individual career goals (E.) Name 5 economic factors and explain how these factors affect your career goal (e.g. Competition, geographic location, global influences, job growth, job openings, labor supply, potential advancement, potential earnings, and salary/benefits). (E). | Scheduling Classroom Visits - Schedule Worksheets - Plan and Prepare for your future: Create Schedules for upcoming school year - individual class meetings / Scheduling / Club Activity day / Schedule Changes | Pre-Post / Survey Test Information                                 |
| 5-8th | All students | F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation. I have made a list of my extracurricular activities and community experiences and can describe how they may influence my career development.(F)   | Explain how school subjects, extracurricular activities and community experiences contribute to career preparation. (F).   | College and Career visits / College and Future Career Survey Completion   | Pre-Post Test Data   |
| 5-8th | All students | G. Create an individualized career plan including, such as, but not limited to: Assessment and continued development of career portfolio//career goals/Cluster/pathway opportunities/Individual interests and abilities/Training/education requirements and financing. (G.) I have a written a career plan with goals, assessments, interests, abilities, and postsecondary plans. (G).  | Update the career portfolio, featuring a career plan that includes postsecondary options (G)   | Scheduling for 8th grade classes. Attend orientations/ classroom lessons/Elective presentations/  | G. Goals and Plans: My plans. Lessons: Discover learning pathways. |



|              |                      |  |   |   |                                      |
|--------------|----------------------|--|---|---|--------------------------------------|
| 5-8th        | All students         | H. Choose personal electives and extracurricular activities based upon personal career interests, abilities and academic strengths. I have met with my 8th grade counselor and my parents to list courses and extracurricular plans for HS, matched to my academic and career goals. (H)   | Update and continue to create the career portfolio, featuring an academic and career plan that includes postsecondary options (H) this will include: career goals, individual interests, courses/electives, potential postsecondary education/training options. (G, H). | Meet with MS counselor to assist in course selection process. Attend all scheduling/transition and activities in order to assist those making educated decisions. | Pre-Post / Survey Test Information   |
| <b>Grade</b> | <b># Of Students</b> | <b>13.2.5-8 Career Acquisition: Getting a Job</b>  | <b>Guidance Activity that leads to career exploration:</b>  | <b>Implementation</b>   | <b>Evidence / XELLO</b>              |
| 5-8th        | All students         | A. Identify effective speaking and listening skills used in a job interview. A   | I have made a formal speech in front of others. I can list 5 effective listening skills and can demonstrate these skills in a role-play situation (A) I can demonstrate both good and bad interviewing skills.  |   | Scores/Results/<br>Scheduling Sheets |
| 5-8th        | All students         | B. Evaluate resources available in researching job opportunities, such as personal interests, abilities, aptitudes, achievements and goals. I have reviewed my career options based on my self-assessments, experiences, and achievements. I have researched five to ten careers that match my interests and attitudes. Reviewing career options, based on assessments (B) Researching Careers matching self-assessments results (B) | I can name three different resources to research job openings linked to my interests and abilities. (B)   | Explore career profiles. Examine wage and outlook information in the airings section or career profiles. Bookmark these interests.                                | Tests Results                        |

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| 5-8th | All students | C. Prepare a draft of career acquisition documents, such as but not limited to: job application/letter of interest/Letter or introduction/resume. I have researched five to ten careers that match my interests and aptitudes. Connecting changing workplace roles to new career opportunities. (C)  | Navigate www.monster.com (or other job sites) and find a "DREAM" job. I have completed a formal job application. C. I have drafted a resume using extra-curricular activities and community service projects. (C). I have written a thank-you letter after an interview. C.   | Create a resume in Resume Building. Track personal achievements, and experiences. Save related documents. |   |
| 5-8th | All students | D. Develop an individualized career portfolio including components, such as but not limited to: Achaemenes, awards/recognitions/career explorations results/career plans/community service involvement/projects/interests/hobbies/personal career goals/school work/self-inventories. I have assembled my written career plan and goals in a portfolio along with my accomplishments. D. | Assemble achievements, awards, career goals, assessments, selected school work, for example, to build and create an individualized career portfolio (D)   | BCCTC Field Trip / Presentation/Trade unions Presentation/CCBC FT/PSU Beaver FT./PTC FT                   | Pre-Post / Survey Test Information                  |
| 5-8th | All students | E. Demonstrate the application of essential workplace skills/knowledge in the career acquisition process. I can demonstrate workplace skills by citing specific examples from my academic and work history. Applying essential workplace skills (communication, dependability, health and safety regulations, scheduling, technology, team building)                                     | Cite 5 situations of application of essential workplace skills from personal academic and work history, (attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork and getting along with others that will be important in reaching your career objective. (E). | Student of the Month/Extra Effort Award   | Certificates  |
| 5-8th | All students | A. Identify effective speaking and listening skills used in a job interview. I have made a formal speech in front of others. A.  | I have made a formal speech in front of others. I can list 5 effective listening skills and can demonstrate these skills in a role-play situation (A) I can demonstrate both good and bad interviewing skills.  | Junior Achievement  | Formal presentations/Formal speeches/Mock Interview |

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| 5-8th | All students | B. Evaluate resources available in researching job opportunities, such as, but not limited to :( See standards for examples) I have used 3 different resources to research 3 regional job openings linked to my interests and abilities. I have used: Internet-based systems to research a career field in my area of interest. I have used newspapers and professional associations to research employment prospects in my career field. Used varied research skills in a job search (online and print resources) (B) | I can name three different resources to research job openings linked to my interests and abilities. (B)   | 1:1 Student Planning Meetings  | Career - university application                           |
| 5-8th | All students | C. Prepare and a draft of career acquisition documents, such as, but not limited to: Job application, Letter of appreciation and thank you letter following an interview, I have drafted my resume, I have completed a job application, I have completed a cover letter, I have an up-to-date resume. Refining and collecting career acquisition documents for career portfolio (job applications, resume, postsecondary application, essays, letters of recommendation)   | Navigate www.monster.com (or other job sites) and find a "DREAM" job. I have completed a formal job application. C. I have drafted a resume using extra-curricular activities and community service projects. (C). I have written a thank-you letter after an interview. C. | Letter of Recommendations for Students .Thank you letters. Draft Resume. Draft job application | Draft Resume. Thank you letters. Letter of Recommendation |
| 5-8th | All students | D. Analyze, revise, and apply an individualized career portfolio to chosen career path. I use my career portfolio when making career decisions Reviewing annually career portfolio contents for personal career decision making (D)  | Assemble achievements, awards, career goals, assessments, selected school work, for example, to build and create an individualized career portfolio (D)   | Counselor Scheduling Meetings: 1:1 with student, parent, teachers and collegiate advisors /    | scheduling Sheet / Graduation Plan / Transcript           |

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| 5-8th        | All students         | E. Demonstrate the application of essential workplace skills/knowledge in the career acquisition process. I can demonstrate workplace skills by citing specific examples from my academic and work history. Applying essential workplace skills (communication, dependability, health and safety regulations, scheduling, technology, team building)   | Cite 5 situations of application of essential workplace skills from personal academic and work history, (attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork and getting along with others that will be important in reaching your career objective. (E). | Student of the Month/Extra Effort Award | Certificates  |
| <b>Grade</b> | <b># Of Students</b> | <b>13.2.05-8 Career Acquisition Getting a Job</b>  | <b>Guidance Activity that leads to career exploration:</b>  | <b>Implementation</b>                   | <b>Evidence / XELLO</b>                             |
| 5-8th        | All students         | A. Identify effective speaking and listening skills used in a job interview. I have made a formal speech in front of others. A.  | Participate in 1-2 mock interviews focusing on effective speaking and listening skills (A) I can list 5 effective listening skills and can demonstrate these skills in a role-play situation.   | Junior Achievement                      | Formal presentations/Formal speeches/Mock Interview |
| 5-8th        | All students         | B. Evaluate resources available in researching job opportunities, such as, but not limited to :( See standards for examples) I have used 3 different resources to research 3 regional job openings linked to my interests and abilities. I have used: Internet-based systems to research a career field in my area of interest. I have used newspapers and professional associations to research employment prospects in my career field. Used varied research skills in a job search (online and print resources) (B) | I have made a formal speech in front of others. I can list 5 effective listening skills and can demonstrate these skills in a role-play situation (A) I can demonstrate both good and bad interviewing skills.  | 1:1 Student Planning Meetings           | Career - university application                     |

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| 5-8th        | All students         | C. Prepare and a draft of career acquisition documents, such as, but not limited to: Job application, Letter of appreciation and thank you letter following an interview, I have drafted my resume, I have completed a job application, I have completed a cover letter, I have an up-to-date resume. Refining and collecting career acquisition documents for career portfolio (job applications, resume, postsecondary application, essays, letters of recommendation) | Navigate www.monster.com (or other job sites) and find a "DREAM" job. I have completed a formal job application. C. I have drafted a resume using extra-curricular activities and community service projects. (C). I have written a thank-you letter after an interview. C.   | Letter of Recommendations for Students .Thank you letters. Draft Resume. Draft job application | Draft Resume. Thank you letters. Letter of Recommendation |
| 5-8th        | All students         | D. Analyze, revise, and apply an individualized career portfolio to chosen career path. I use my career portfolio when making career decisions Reviewing annually career portfolio contents for personal career decision making (D)  | Assemble achievements, awards, career goals, assessments, selected school work, for example, to build and create an individualized career portfolio (D)   | Counselor Scheduling Meetings: 1:1 with student, parent, teachers and collegiate advisors /    | scheduling Sheet / Graduation Plan / Transcript           |
| 5-8th        | All students         | E. Demonstrate the application of essential workplace skills/knowledge in the career acquisition process. I can demonstrate workplace skills by citing specific examples from my academic and work history. Applying essential workplace skills (communication, dependability, health and safety regulations, scheduling, technology, team building)   | Cite 5 situations of application of essential workplace skills from personal academic and work history, (attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork and getting along with others that will be important in reaching your career objective. (E). | Student of the Month/Extra Effort Award  | Certificates  |
| <b>Grade</b> | <b># Of Students</b> | <b>13.3.5-8 Career Retention and Advancement</b>   | <b>Guidance Activity that leads to career exploration:</b>  | <b>Implementation</b>  | <b>Evidence: XELLO</b>                                    |

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| 5-8th | All students | A. Determine attitudes and work habits that support career retention and advancement. I have interviewed a worker to find out what attitudes and work habits helped him/her to get promoted and to keep his/her job. (A)   | Interview your principal, teacher, school nurse, etc. Or interview your parent. Ask what qualities helped him/her to be hired for the job in their current profession. Ask what previous jobs had helped with the preparation to hold their current job. | Social Studies classes/XELLO lessons | A.About Me: Storyboard.<br>Explore Options: Careers-Interviews |
| 5-8th | All students | B. Analyze the roles of each participant's contribution in a team setting. I have worked on a team and can state each person's contribution to the project. I contributed to a projects successful outcome while working on a team. I have used listening techniques such as clarifying, encouraging, restating and summarizing when working as part of the team. Learning/Practicing "team member" listening techniques (Clarifying, summarizing, encouraging) (B) I can understand the importance of teamwork and each members role. (B) | Describe a project that you participated on as a team member and how each team member's contribution was important. (B)  | Science/FCS/Civics/CHOICES Program   | Bolsons: Decision Making                                       |
| 5-8th | All students | C. Explain and demonstrate conflict resolution skills as they relate to the workplace. This includes constructive criticism/group dynamics/managing and leadership/mediation/negotiation & problem solving. I have discussed various conflict resolution skills in a group setting and can use them to solve a problem.  | Think of difficult situations and students often encounter and describe five ways to resolve a possible conflict in the workplace (Constructive criticism, mediation, negotiation and group dynamics) (C.)   |                                      | C. Lessons: Decision Making                                    |

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| 5-8th | All students | D. Analyze budgets and pay statements, such as, but not limited to: charitable contributions/expenses/gross pay/net pay/other income/savings/taxes. I have a sample budget with imaginary expenses and income to understand importance of financial planning. (D)                        | Develop a personal budget, using a realistic salary connected to jobs w within the selected career path (D)  |  | D. Lessons: Careers and Lifestyle Costs                     |
| 5-8th | All students | E. Identify and apply time management strategies and as they relate to both personal and work situations. I have developed a weekly a ND a month time schedule and kept track of events in a daily/weekly planner. (E)   | Discuss/Describe three time management skills that can be helpful at school and on the job (e.g. making a daily schedule, developing a task list for a specific project, setting priorities) € | View multimedia interviews. A day in the life and breakdown of actives. Discover your work skills. | Lessons: Discover your work skills                          |
| 5-8th | All students | F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment. (F). I have interviewed a person with a disability and asked him/her how it affected his/her career planning and goals. | Discuss/Describe three key components of the ADA and how it impacts career goals.  | View multimedia interviews. Questions and answers and advice sections.                             | About Me: Storyboard  |
| 5-8th | All students | G. Identify formal and informal lifelong learning opportunities that support career retention and advancement. (G). I have interviewed a person who has been retrained for a new career. (G).  | Explore career profiles: Education and Sample Career Path Sections. View multimedia interviews. Use school selector search tools/Explore school profiles                                       | Course selection scheduling sheets. Course selection process of electives.                         | G. About Me: Storyboard                                     |
| 5-8th | All students | A. Determine attitudes and work habits that support career retention and advancement. I have interviewed a worker to find out what attitudes and work habits helped him/her to get promoted and to keep his/her job. (A)   | Explore career profiles: Education (other qualifications) and sample career Path sections. View Multimedia interviews: Questions & answers, likes & dislikes, and advice sections (A)          | Social Studies classes/XELLO lessons   | A.About Me: Storyboard. Explore Options: Careers-Interviews |

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| 5-8th | All students | <p>B. Analyze the roles of each participant's contribution in a team setting. I have worked on a team and can state each person's contribution to the project. I contributed to a projects successful outcome while working on a team. I have used listening techniques such as clarifying, encouraging, restating and summarizing when working as part of the team. Learning/Practicing "team member" listening techniques (Clarifying, summarizing, encouraging) (B)</p> | <p>Describe a project that you participated on as a team member and how each team member's contribution was important. (B)</p>   | <p>Social Studies classes/XELLO lessons</p> | <p>Bolsons: Decision Making</p>                |
| 5-8th | All students | <p>C. Explain and demonstrate conflict resolution skills as they relate to the workplace. This includes constructive criticism/group dynamics/managing and leadership/mediation/negotiation &amp; problem solving. I have discussed various conflict resolution skills in a group setting and can use them to solve a problem.</p>   | <p>Think of difficult situations and students often encounter and describe five ways' to resolve a possible conflict in the workplace (Constructive criticism, mediation, negotiation and group dynamics) (C.)</p> | <p>Social Studies classes/XELLO lessons</p> | <p>C. Lessons: Decision Making</p>             |
| 5-8th | All students | <p>D. Analyze budgets and pay statements, such as, but not limited to: charitable contributions/expenses/gross pay/net pay/other income/savings/taxes. I have a sample budget with imaginary expenses and income to understand importance of financial planning. (D)</p>   | <p>Develop a personal budget, using a realistic salary connected to jobs w within the selected career path (D)</p>   | <p>Social Studies classes/XELLO lessons</p> | <p>D. Lessons: Careers and Lifestyle Costs</p> |



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| 5-8th | All students | E. Identify and apply time management strategies and as they relate to both personal and work situations. I have developed a weekly a ND a month time schedule and kept track of events in a daily/weekly planner. (E)   | Discuss/Describe three time management strategies that can be helpful at school and on the job (e.g. making a daily schedule, developing a task list for a specific project, setting priorities) € | Social Studies classes/XELLO lessons | Lessons: Discover your work skills                             |
| 5-8th | All students | F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment. (F). I have interviewed a person with a disability and asked him/her how it affected his/her career planning and goals. | Discuss/Describe three key components of the ADA and how it impacts career goals.  | Social Studies classes/XELLO lessons | About Me: Storyboard   |
| 5-8th | All students | G. Identify formal and informal lifelong learning opportunities that support career retention and advancement. (G). I have interviewed a person who has been retrained for a new career. (G).  | Explore career profiles: Education and Sample Career Path Sections. View multimedia interviews. Use school selector search tools/Explore school profiles   | Social Studies classes/XELLO lessons | G. About Me: Storyboard  |
| 5-8th | All students | A. Determine attitudes and work habits that support career retention and advancement. I have interviewed a worker to find out what attitudes and work habits helped him/her to get promoted and to keep his/her job. (A)   | Explore career profiles: Education (other qualifications) and sample career Path sections. View Multimedia interviews: Questions & answers, likes & dislikes, and advice sections (A)              | Social Studies classes/XELLO lessons | A.About Me: Storyboard.<br>Explore Options: Careers-Interviews |

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|-------|--------------|--|--|---|--|
| 5-8th | All students | <p>B. Analyze the roles of each participant's contribution in a team setting. I have worked on a team and can state each person's contribution to the project. I contributed to a projects successful outcome while working on a team. I have used listening techniques such as clarifying, encouraging, restating and summarizing when working as part of the team. Learning/Practicing "team member" listening techniques (Clarifying, summarizing, encouraging) (B)</p> | <p>Describe a project that you participated on as a team member and how each team member's contribution was important. (B)</p> | <p>Social Studies classes/XELLO lessons</p> | <p>Bolsons: Decision Making</p>                |
| 5-8th | All students | <p>C. Explain and demonstrate conflict resolution skills as they relate to the workplace. This includes constructive criticism/group dynamics/managing and leadership/mediation/negotiation &amp; problem solving. I have discussed various conflict resolution skills in a group setting and can use them to solve a problem.</p>   | <p>Describe a project that you participated on as a team member and how each team member's contribution was important. (B)</p> | <p>Social Studies classes/XELLO lessons</p> | <p>C. Lessons: Decision Making</p>             |
| 5-8th | All students | <p>D. Analyze budgets and pay statements, such as, but not limited to: charitable contributions/expenses/gross pay/net pay/other income/savings/taxes. I have a sample budget with imaginary expenses and income to understand importance of financial planning. (D)</p>   | <p>Develop a personal budget, using a realistic salary connected to jobs w within the selected career path (D)</p>             | <p>Social Studies classes/XELLO lessons</p> | <p>D. Lessons: Careers and Lifestyle Costs</p> |

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| 5-8th        | All students         | E. Identify and apply time management strategies and as they relate to both personal and work situations. I have developed a weekly a ND a month time schedule and kept track of events in a daily/weekly planner. (E)  | Discuss/Describe three time management strategies that can be helpful at school and on the job (e.g. making a daily schedule, developing a task list for a specific project, setting priorities) €    | Social Studies classes/XELLO lessons  | Lessons: Discover your work skills                                    |
| 5-8th        | All students         | F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment. (F). I have interviewed a person with a disability and asked him/her how it affected his/her career planning and goals.                      | Discuss/Describe three key components of the ADA and how it impacts career goals. (F).  | Social Studies classes/XELLO lessons  | About Me: Storyboard  |
| 5-8th        | All students         | G. Identify formal and informal lifelong learning opportunities that support career retention and advancement. (G). I have interviewed a person who has been retrained for a new career. (G).   | Explore career profiles: Education and Sample Career Path Sections. View multimedia interviews. Use school selector search tools/Explore school profiles. (G).  | Social Studies classes/XELLO lessons  | G. About Me: Storyboard   |
| <b>Grade</b> | <b># of Students</b> | <b>13.4.05-8 Entrepreneurship</b>   | <b>Guidance Activity that leads to career exploration:</b>  | <b>Implementation</b>   | <b>Evidence: XELLO</b>  |
| 5-8th        | All students         | A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: Benefits/Job Security/operating costs/Wages. I have interviewed both someone who works for a company and business owner to learn about the difference in their job security, wages, cost, and benefits. (A). | Interview three corporate employees and three business owners, recording pros and cons of each type of job. Use collected information to determine what setting best matches selected career path (A) | Explore entrepreneur career profile. Working conditions and earnings section. Explore school profiles | A.Explore Options: Careers Interviews/Lessons: Entrepreneurial Skills |

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| 5-8th | All students | B. I have interviewed 3 business owners to learn the entrepreneurial qualities needed to be successful. I have interviewed 3 business owners to learn the entrepreneurial qualities needed to be successful. (B)  | Create a list of entrepreneurial traits, specific to the people interviewed (e.g. adaptability, ethical behavior, leadership, positive attitude, and risk taking (B)  | Explore entrepreneur career profile. Working conditions and earnings sections. View multimedia interviews: questions/answers and like and dislikes and advice sections         | Explore Options: Careers Interviews/Lessons: Entrepreneurial Skills    |
| 5-8th | All students | C. Identify and describe the basic components of a business plan, such as but not limited to: business idea/competitive analysis/daily operations/finances/budget/marketing/productive resources (human, capital, natural) sales forecasting. I have started to develop a basic business plan after interviewing and entrepreneur. (C).I have discussed with my teacher or parent the basic components of a business plan( competition, daily operations, finances, marketing, and resources management) as applied to the creation of a new business. C. | Develop a business plan connected to personal interests using entrepreneurial resources (Chamber of Commerce, entrepreneurial development centers, School-Based career centers, small business administrations, economic development organizations. Present the entrepreneurial business plan to one or more of the major stakeholders such as peers, parents, educators, business/community and post-secondary representatives. Ask your audience to provide feedback on your Plan (A/C) | Describe one idea for a new business and include the basic components of a business plan. List 1-2 community organizations that could provide guidance for a new entrepreneur. | C. Explore Options: Careers Interviews/Lessons: Entrepreneurial Skills |
| 5-8th | All Students | A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: Benefits/Job Security/operating costs/Wages. I have interviewed both someone who works for a company and business owner to learn about the difference in their job security, wages, cost, and benefits. (A).   | Interview three corporate employees and three business owners, recording pros and cons of each type of job. Use collected information to determine what setting best matches selected career path (A)   | Explore entrepreneur career profile. Working conditions and earnings section. Explore school profiles  | A.Explore Options: Careers Interviews/Lessons: Entrepreneurial Skills  |

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| 5-8th | All Students | B. I have interviewed 3 business owners to learn the entrepreneurial qualities needed to be successful. I have interviewed 3 business owners to learn the entrepreneurial qualities needed to be successful. (B)  | Create a list of entrepreneurial traits, speak to the people interviewed (e.g. adaptability, ethical behavior, leadership, positive attitude, and risk taking (B)   | Explore entrepreneur career profile. Working conditions and earnings sections. View multimedia interviews: questions/answers and like and dislikes and advice sections        | Explore Options: Careers Interviews/Lessons: Entrepreneurial Skills    |
| 5-8th | All Students | C. Identify and describe the basic components of a business plan, such as but not limited to: business idea/competitive analysis/daily operations/finances/budget/marketing/productive resources (human, capital, natural) sales forecasting. I have started to develop a basic business plan after interviewing and entrepreneur. (C).I have discussed with my teacher or parent the basic components of a business plan( competition, daily operations, finances, marketing, and resources management) as applied to the creation of a new business. C. | Develop a business plan connected to personal interests using entrepreneurial resources (Chamber of Commerce, entrepreneurial development centers, School-Based career centers, small business administrations, economic development organizations. Present the entrepreneurial business plan to one or more of the major stakeholders such as peers, parents, educators, business/community and post-secondary representatives. Ask your audience to provide feedback on your Plan (A/C) | Describe one idea for a new business and include the basic components of a business plan. List 1-2 community organizations that could provide guidance for a new entrepreneur | C. Explore Options: Careers Interviews/Lessons: Entrepreneurial Skills |
| 5-8th | All Students | A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: Benefits/Job Security/operating costs/Wages. I have interviewed both someone who works for a company and business owner to learn about the difference in their job security, wages, cost, and benefits. (A).   | Interview three corporate employees and three business owners, recording pros and cons of each type of job. Use collected information to determine what setting best matches selected career path (A)   | Explore entrepreneur career profile. Working conditions and earnings section. Explore school profiles   | A.Explore Options: Careers Interviews/Lessons: Entrepreneurial Skills  |

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| 5-8th | All Students | B. I have interviewed 3 business owners to learn the entrepreneurial qualities needed to be successful. I have interviewed 3 business owners to learn the entrepreneurial qualities needed to be successful. (B)  | Create a list of entrepreneurial traits, speak to the people interviewed (e.g. adaptability, ethical behavior, leadership, positive attitude, and risk taking (B)   | Explore entrepreneur career profile. Working conditions and earnings sections. View multimedia interviews: questions/answers and like and dislikes and advice sections        | Explore Options: Careers Interviews/Lessons: Entrepreneurial Skills    |
| 5-8th | All Students | C. Identify and describe the basic components of a business plan, such as but not limited to: business idea/competitive analysis/daily operations/finances/budget/marketing/productive resources (human, capital, natural) sales forecasting. I have started to develop a basic business plan after interviewing and entrepreneur. (C).I have discussed with my teacher or parent the basic components of a business plan( competition, daily operations, finances, marketing, and resources management) as applied to the creation of a new business. C. | Develop a business plan connected to personal interests using entrepreneurial resources (Chamber of Commerce, entrepreneurial development centers, School-Based career centers, small business administrations, economic development organizations. Present the entrepreneurial business plan to one or more of the major stakeholders such as peers, parents, educators, business/community and post-secondary representatives. Ask your audience to provide feedback on your Plan (A/C) | Describe one idea for a new business and include the basic components of a business plan. List 1-2 community organizations that could provide guidance for a new entrepreneur | C. Explore Options: Careers Interviews/Lessons: Entrepreneurial Skills |
|       |              | <b>Guidance Lesson Content</b>  |   | <b>Curriculum Exam and Materials</b>  |  |
| 5-8th | All Students | Move-Up Day   |   | Tour of Building / Extra Curricular Activities  |  |
| 5-8th | All Students | 5th-6th Grade Orientation   |   | Student Schedule / Expectations / Tour  |  |
| 5-8th | All Students | 5-6th Grade Parent Transition Night   |   | Student Schedule / Expectations / Tour  |  |
| 5-8th | All Students | Middle School - Create Schedule for Next Year   |   | Student Schedule / Expectations / Tour  |  |
| 5-8th | All Students | New Student Orientations  |   | Student Schedule / Expectations / Tour  |  |

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| 5-8th        | All Students         | August Orientation 6th grade and New Students   |  | Student Schedule / Expectations / Tour  |   |
| 5-8th        | All Students         | Scheduling 5-6-7 Middle School Students   |  | Student Schedule / Expectations / Tour  |   |
| 5-8th        | All Students         | Scheduling MS Parent Night  |  | Student Schedule / Expectations / Tour  |   |
| 5-8th        | All Students         | Caring Place Grief Groups   |  | Student Schedule / Expectations / Tour  |   |
| <b>Grade</b> | <b># Of Students</b> | <b>Career Awareness and Preparation: 13.1.9-10 Standard</b>   | <b>Guidance Activity that leads to career exploration:</b>   | <b>Implementation</b>   | <b>Evidence</b>   |
| 9-10th       | All Students         | A. Relate Careers to Individual Interests, Abilities and aptitudes - I have completed at least (2) self-assessments (interest, aptitude, personality and values) Completing Self-Assessments (interest, aptitudes, personality, etc.) A   | Complete at least two assessments (Interest, aptitude, personality or values (A)   | Scheduling-Elective Choices - Individual Classroom Meetings/ Class scheduling Sheets PSAT 8/9 | Classroom Scheduling Sheets   |
| 9-10th       | All Students         | B. Analyze Career options Based on personal interests, abilities, aptitudes, achievements and goals. I have reviewed my career options based on my self-assessments, experiences, and achievements. I have researched five to ten careers that match my interests and attitudes. Reviewing career options, based on assessments (B) Researching Careers matching self-assessments results (B) | Review a list of career options based on two self-assessments, personal experiences, and achievements (B) Research 5-10 careers matching assessments, experiences and achievements (B) | PSAT 8/9 / 504 Implementation / Students Register for College Board                           | Results -Scores / 504 Transition Individual Plans / Individual College board accounts |

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| 9-10th | All Students | C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. I have researched five to ten careers that match my interests and aptitudes. Connecting changing workplace roles to new career opportunities. (C)  | Interview two individuals who have non-traditional careers or have had to adjust to a new job responsibility based on advancement or company downsizing (C.)                             |   |                                    |
| 9-10th | All Students | D. Evaluate School-Based opportunities for career awareness/preparation. I have participated in three of the following: Community Service, Cooperative Education/Internship , Job Shadowing and or career-focused field trips, Part-Time Employment, School-Based enterprise, Industry-based career programs            | Participate in the following: Community Service, Career Focused Field Trips / Part-Time Employment (D)   | BCCTC Field Trip / College Visit  | Pre-Post / Survey Test Information |
| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | Trades Union Presentation   | Pre-Post Test Survey Information   |
| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | Scheduling Classroom Visits - Schedule Worksheets - Plan and Prepare for your future: Create Schedules for upcoming school year - individual class meetings / Arena Scheduling / Transcript Review / Club Activity day / Schedule Changes | Scheduling Sheets                  |



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| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | Students Individual 4-Year Plan                 | Scheduling Sheet               |
| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | CCBC Academies Application / CCTC Application   | Application / Enrollment Tally |
| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | Freshman Orientation                            | Pre-Post Test Data             |
| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | Electives - Electives Day at the JH / 9th Grade | Pre-Post Test Data             |

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| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection.                             | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | ASVAB Career Exploration Interpretation   | ASVAB School: SS Based Classes              |
| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection.                             | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | MJROTC Program  | Enrollment Tally                            |
| 9-10th | All Students | F. Analyze the relationship between career choices and career preparation opportunities. I attended a college fair and researched postsecondary training programs, and I can determine the training needs for careers in my interest areas. I understand post-secondary education certification programs and the degrees awarded in those programs. | Research and explore 5-10 post-secondary training programs representing the range of options.  | College and Career Fair / College Visit Representatives / College and Future Career Survey Completion | College and Future Career Survey Completion |

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| 9-10th       | All Students         | G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio. I updated my career portfolio and I am looking at postsecondary options that can relate to my career goals. Creating a career Action Plan, through career portfolio process (G)                              | Update the career portfolio, featuring a career plan that includes postsecondary options (G) |  |                                   |
| 9-10th       | All Students         | H. Review personal High School Plan against current personal career goals and select postsecondary opportunities based upon personal career interests. I updated my career portfolio and I am looking at postsecondary options that relate to my career goals. Selecting postsecondary opportunities based on Career Action Plan (H) | Update the career portfolio, featuring a career plan that includes postsecondary options (H) |  |                                   |
| <b>Grade</b> | <b># of Students</b> | <b>13.2.9-10 Career Acquisition: Getting a Job</b>   | <b>Guidance Activity that leads to career exploration:</b>                                   | <b>Implementation</b>  | <b>Evidence</b>                   |
| 9-10th       | All Students         | A. Relate Careers to Individual Interests, Abilities and aptitudes - I have completed at least (2) self-assessments (interest, aptitude, personality and values) Completing Self-Assessments (interest, aptitudes, personality, etc.) A  | Complete at least two assessments (Interest, aptitude, personality or values (A)             | ASVAB / PSAT 10 / Pre-ACT / Scheduling Electives Courses, Individual Classroom Meetings and Class Scheduling Electives | Scores/Results/ Scheduling Sheets |

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| 9-10th | All Students | B. Analyze Career options Based on personal interests, abilities, aptitudes, achievements and goals. I have reviewed my career options based on my self-assessments, experiences, and achievements. I have researched five to ten careers that match my interests and attitudes. Reviewing career options, based on assessments (B) Researching Careers matching self-assessments results (B) | Review a list of career options based on two self-assessments, personal experiences, and achievements (B) Research 5-10 careers matching assessments, experiences and achievements (B) | ASVAB/ PSAT 10 / Pre-ACT        | Tests Results                      |
| 9-10th | All Students | C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. I have researched five to ten careers that match my interests and aptitudes. Connecting changing workplace roles to new career opportunities. (C)  | Interview two individuals who have non-traditional careers or have had to adjust to a new job responsibility based on advancement or company downsizing (C.)                           |                                 |                                    |
| 9-10th | All Students | D. Evaluate School-Based opportunities for career awareness/preparation. I have participated in three of the following: Community Service, Cooperative Education/Internship , Job Shadowing and or career-focused field trips, Part-Time Employment, School-Based enterprise, Industry-based career programs  | Participate in the following: Community Service, Career Focused Field Trips / Part-Time Employment (D)   | BCCTC Field Trip / Presentation | Pre-Post / Survey Test Information |

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| 9-10th | All Students | D. Evaluate School-Based opportunities for career awareness/preparation. I have participated in three of the following: Community Service, Cooperative Education/Internship , Job Shadowing and or career-focused field trips, Part-Time Employment, School-Based enterprise, Industry-based career programs            | Participate in the following: Community Service, Career Focused Field Trips / Part-Time Employment (D)   | Trade Unions Presentation  | Pre-Post / Survey Test Information     |
| 9-10th | All Students | D. Evaluate School-Based opportunities for career awareness/preparation. I have participated in three of the following: Community Service, Cooperative Education/Internship , Job Shadowing and or career-focused field trips, Part-Time Employment, School-Based enterprise, Industry-based career programs            | Participate in the following: Community Service, Career Focused Field Trips / Part-Time Employment (D)   | Job Posting Outside Guidance   | Employment                             |
| 9-10th | All Students | D. Evaluate School-Based opportunities for career awareness/preparation. I have participated in three of the following: Community Service, Cooperative Education/Internship , Job Shadowing and or career-focused field trips, Part-Time Employment, School-Based enterprise, Industry-based career programs            | Participate in the following: Community Service, Career Focused Field Trips / Part-Time Employment (D)   | CCBC Academies / Field Trip  | Pre-Post / Survey Test Information     |
| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | Scheduling Classroom Visits - Schedule Worksheets - Plan and Prepare for your future: Create Schedules for upcoming school year - individual class meetings / Arena Scheduling / Transcript Review / Club Activity day | Scheduling Sheets / Transcript reviews |

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| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | BCCTC Field Trip / Presentation | Pre-Post / Survey Test Information |
| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | 4 Year High School Plan         |                                    |
| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | 8-9th Grade Transition Night    | Questionnaire                      |
| 9-10th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | MJROTC Program                  | Enrollment Tally                   |

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| 9-10th | All Students | F. Analyze the relationship between career choices and career preparation opportunities. I attended a college fair and researched postsecondary training programs, and I can determine the training needs for careers in my interest areas. I understand post-secondary education certification programs and the degrees awarded in those programs. | Research and explore 5-10 post-secondary training programs representing the range of options. | College and Career Fair /<br>College and Career<br>Representatives - College and<br>Future Survey Completion | College and Future<br>Survey Completion |
| 9-10th | All Students | F. Analyze the relationship between career choices and career preparation opportunities. I attended a college fair and researched postsecondary training programs, and I can determine the training needs for careers in my interest areas. I understand post-secondary education certification programs and the degrees awarded in those programs. | Research and explore 5-10 post-secondary training programs representing the range of options. | ASVAB Interpretation Day -<br>Computer LAB results   | Test Results /<br>Individual Scores     |
| 9-10th | All Students | G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio. I updated my career portfolio and I am looking at postsecondary options that can relate to my career goals. Creating a career Action Plan, through career portfolio process (G)   | Update the career portfolio, featuring a career plan that includes postsecondary options (G)  | 4 Year HS Plan: Reviewing<br>Course Selection Book and<br>outlining classes to take at the<br>HS 4 Years     |   |

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| 9-10th       | All Students         | H. Review personal High School Plan against current personal career goals and select postsecondary opportunities based upon personal career interests. I updated my career portfolio and I am looking at postsecondary options that relate to my career goals. Selecting postsecondary opportunities based on Career Action Plan (H) | Update the career portfolio, featuring a career plan that includes postsecondary options (H) | College and Career Fair - 9-12th / Individual College visits and recruitment / Students excused 2 days for college visits | Attendance/Pre-Post Test     |
| 9-10th       | All Students         | H. Review personal High School Plan against current personal career goals and select postsecondary opportunities based upon personal career interests. I updated my career portfolio and I am looking at postsecondary options that relate to my career goals. Selecting postsecondary opportunities based on Career Action Plan (H) | Update the career portfolio, featuring a career plan that includes postsecondary options (H) | PSAT 8/9  | Score Results/Interpretation |
| 9-10th       | All Students         | H. Review personal High School Plan against current personal career goals and select postsecondary opportunities based upon personal career interests. I updated my career portfolio and I am looking at postsecondary options that relate to my career goals. Selecting postsecondary opportunities based on Career Action Plan (H) | Update the career portfolio, featuring a career plan that includes postsecondary options (H) | ASVAB Testing   | Score Results/Interpretation |
| <b>Grade</b> | <b># of Students</b> | <b>Career Acquisition 13.2.9-10</b>  | <b>Guidance Activity that leads to career exploration:</b>                                   | <b>Implementation</b>   | <b>Evidence</b>              |



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| 9-10th | All Students | A. Apply effective speaking and listening skills used in a job interview - I have participated in an interview and demonstrated effective speaking and listening skills - Practice speaking and listening skills in the job interview process   | Participate in 1-2 mock interviews focusing on effective speaking and listening skills (A)  | Junior Achievement                     | Mock Interview                  |
| 9-10th | All Students | B. Apply research skills in searching for a job (See standards for examples) I have used Internet-based systems to research a career field in my area of interest. I have used newspapers and professional associations to research employment prospects in my career field. Used varied research skills in a job search (online and print resources) (B)   | Research 5-10 current job openings related to career field, using online and print resources (B)  | 1:1 Student Planning Meetings          | Career - university application |
| 9-10th | All Students | C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: Job application, Letter of appreciation following an interview, I have registered my resume on the career link system, I have completed a job application, I have completed a cover letter, and I have an up-to-date resume. Refining and collecting career acquisition documents for career portfolio (job applications, resume, postsecondary application, essays, letters of recommendation) | Develop and assemble career acquisition documents to be placed in the career portfolio (cover letter, resume, application, thank you letter, post-secondary application, letter of recommendation (C.)) | Letter of Recommendations for Students | Letter of Recommendation        |

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| 9-10th       | All Students         | D. Analyze, revise, and apply an individualized career portfolio to chosen career path. I use my career portfolio when making career decisions<br>Reviewing annually career portfolio contents for personal career decision making (D)   | Review annually the career portfolio contents, as part of career decision making process with parents, counselors, teachers and possible business/post-secondary mentors (D).  | Counselor Scheduling Meetings: 1:1 with student, parent, teachers and collegiate advisors / | scheduling Sheet / Graduation Plan / Transcript |
| 9-10th       | All Students         | E. Demonstrate the application of essential workplace skills/knowledge in the career acquisition process. I can demonstrate workplace skills by citing specific examples from my academic and work history. Applying essential workplace skills (communication, dependability, health and safety regulations, scheduling, technology, team building) | Cite 5-10 situations of application of essential workplace skills from personal academic and work history, (attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork and getting along with others (E). | Student of the Month/Extra Effort Award   | Certificates                                    |
| <b>Grade</b> | <b># of students</b> | <b>Career Acquisition 13.2.9-10</b>  | <b>Guidance Activity that leads to career exploration:</b>   | <b>Implementation</b>   | <b>Evidence</b>                                 |
| 9-10th       |                      | A. Apply effective speaking and listening skills used in a job interview - I have participated in an interview and demonstrated effective speaking and listening skills - Practice speaking and listening skills in the job interview process  | Participate in 1-2 mock interviews focusing on effective speaking and listening skills (A)   | In Classroom  |   |

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| 9-10th |  | <p>B. Apply research skills in searching for a job (See standards for examples) I have used Internet-based systems to research a career field in my area of interest. I have used newspapers and professional associations to research employment prospects in my career field. Used varied research skills in a job search (online and print resources) (B)</p>   | <p>Research 5-10 current job openings related to career field, using online and print resources (B)</p>  | <p>In Classroom</p>  |  |
| 9-10th |  | <p>C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: Job application, Letter of appreciation following an interview, I have registered my resume on the career link system, I have completed a job application, I have completed a cover letter, and I have an up-to-date resume. Refining and collecting career acquisition documents for career portfolio (job applications, resume, postsecondary application, essays, letters of recommendation)</p> | <p>Develop and assemble career acquisition documents to be placed in the career portfolio (cover letter, resume, application, thank you letter, post-secondary application, letter of recommendation (C.))</p> | <p>Letter of Recommendations for Students</p>  | <p>Letter of Recommendation</p>  |
| 9-10th |  | <p>D. Analyze, revise, and apply an individualized career portfolio to chosen career path. I use my career portfolio when making career decisions Reviewing annually career portfolio contents for personal career decision making (D)</p>   | <p>Review annually the career portfolio contents, as part of career decision making process with parents, counselors, teachers and possible business/post-secondary mentors (D).</p>                           | <p>Counselor Scheduling Meetings: 1:1 with student, parent, teachers and collegiate advisors / Classrooms and speak about BCCTC and CCBC Academies</p> | <p>scheduling Sheet / Graduation Plan / Transcript / Pre-Post Test</p> |

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| 9-10th |               | E. Demonstrate the application of essential workplace skills/knowledge in the career acquisition process. I can demonstrate workplace skills by citing specific examples from my academic and work history. Applying essential workplace skills (communication, dependability, health and safety regulations, scheduling, technology, team building)  | Cite 5-10 situations of application of essential workplace skills from personal academic and work history, (attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork and getting along with others (E). | Student of the month/ Extra Effort | Certificates    |
| 9-10th |               |   |  |                                    |                 |
| Grade  | # of Students | 13.3.9-10 Career Retention and Advancement  | Guidance Activity that leads to career exploration:  | Implementation                     | Evidence        |
| 9-10th | All Students  | A. Evaluate personal attitudes and work habits that support career retention and advancement. Based on my school and work/volunteer experiences, I can describe what I need to do to get and to keep a job. Understanding personal attitudes and work habits for keeping a job and advancing (A)  | Create a list of ten personal attitudes and work habits needed to keep a job and to advance to another position (A)  | In Classroom                       | Completion Data |
| 9-10th | All Students  | B. Evaluate team member roles to describe and illustrate active listening techniques. I contributed to a projects successful outcome while working on a team. I have used listening techniques such as clarifying, encouraging, restating and summarizing when working as part of the team. Learning/Practicing "team member" listening techniques (Clarifying, summarizing, encouraging) (B) | Choose specific topics of interest students, related to careers, and rehearse effective listening techniques with a team of five students include restating, clarifying, summarizing, encouraging and reflecting (B)   | In Classroom                       | Completion Data |

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| 9-10th | All Students | C. Evaluate conflict resolution skills as they relate to the workplace. I can give examples of how I used meditation, negotiation and problem solving in the workplace to diffuse and/or resolve conflict. Evaluating conflict resolution skills in the workplace (e.g. group dynamics, negotiation, problem-solving, constructive criticism)             | Think of difficult situations and students often encounter and describe five ways' to resolve a possible conflict in the workplace (Constructive criticism, mediation, negotiation and group dynamics) (C.)                                | 1:1 meeting  | Completion Data |
| 9-10th | All Students | D. Develop personal budget based on career choice. I have estimated a personal budget based on an amount for a realistic income in my chosen career. Developing a personal budget connected to career choice (gross pay, savings, taxes, charitable contributions. (D)  | Develop a personal budget, using a realistic salary connected to jobs w within the selected career path (D)  | In Classroom | Completion Data |
| 9-10th | All Students | E. Evaluate time management strategies and their applications to both personal and work situations. I can give three (3) examples of time management strategies, which help me at school and/or on the job. Evaluate Time Management Strategies, effective for home and work (E)  | Discuss/Describe three time management strategies that can be helpful at school and on the job (e.g. making a daily schedule, developing a task list for a specific project, setting priorities) €   | In Classroom | Completion Data |
| 9-10th | All Students | F. Evaluate strategies for career retention and advancement in response to the changing global workplace. I have evaluated how the global workplace affects my chosen career, and I can describe strategies needed to respond to change (F). Strategizing/Learning about the global marketplace, adapting to change and moving forward professionally (F) | Locate and review two articles on the changes in the global marketplace/world economy and talk with one business person about this topic. Describe how adapting to these changes can impact keeping job and gaining a better position (F). | In Classroom | Completion Data |

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| 9-10th | All Students | G. Evaluate the impact of lifelong learning on career advancement and retention. I can give five (5) examples of people who have advanced in their careers through continued learning.  | Understanding lifelong learning and its impact on keeping a job and being advanced to new positions. Research the value and need for lifelong learning by reviewing two articles and discussing them with an employer or postsecondary educator. Describe how lifelong learning impacts keeping a job and advancing in a career (G). | 1:1 meeting  | Completion Data |
| 9-10th | All Students | A. Evaluate personal attitudes and work habits that support career retention and advancement. Based on my school and work/volunteer experiences, I can describe what I need to do to get and to keep a job. Understanding personal attitudes and work habits for keeping a job and advancing (A)  | Create a list of ten personal attitudes and work habits needed to keep a job and to advance to another position (A)  | In Classroom | Completion Data |
| 9-10th | All Students | B. Evaluate team member roles to describe and illustrate active listening techniques. I contributed to a projects successful outcome while working on a team. I have used listening techniques such as clarifying, encouraging, restating and summarizing when working as part of the team. Learning/Practicing "team member" listening techniques (Clarifying, summarizing, encouraging) (B) | Choose specific topics of interest students, related to careers, and rehearse effective listening techniques with a team of five students include restating, clarifying, summarizing, encouraging and reflecting (B)   | In Classroom | Completion Data |

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| 9-10th | All Students | C. Evaluate conflict resolution skills as they relate to the workplace. I can give examples of how I used meditation, negotiation and problem solving in the workplace to diffuse and/or resolve conflict. Evaluating conflict resolution skills in the workplace (e.g. group dynamics, negotiation, problem-solving, constructive criticism)             | Think of difficult situations and students often encounter and describe five ways' to resolve a possible conflict in the workplace (Constructive criticism, mediation, negotiation and group dynamics) (C.)                                | 1:1 meeting  | Completion Data |
| 9-10th | All Students | D. Develop personal budget based on career choice. I have estimated a personal budget based on an amount for a realistic income in my chosen career. Developing a personal budget connected to career choice (gross pay, savings, taxes, charitable contributions. (D)  | Develop a personal budget, using a realistic salary connected to jobs w within the selected career path (D)  | In Classroom | Completion Data |
| 9-10th | All Students | E. Evaluate time management strategies and their applications to both personal and work situations. I can give three (3) examples of time management strategies, which help me at school and/or on the job. Evaluate Time Management Strategies, effective for home and work (E)  | Discuss/Describe three time management strategies that can be helpful at school and on the job (e.g. making a daily schedule, developing a task list for a specific project, setting priorities) €   | In Classroom | Completion Data |
| 9-10th | All Students | F. Evaluate strategies for career retention and advancement in response to the changing global workplace. I have evaluated how the global workplace affects my chosen career, and I can describe strategies needed to respond to change (F). Strategizing/Learning about the global marketplace, adapting to change and moving forward professionally (F) | Locate and review two articles on the changes in the global marketplace/world economy and talk with one business person about this topic. Describe how adapting to these changes can impact keeping job and gaining a better position (F). | In Classroom | Completion Data |

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| 9-10th       | All Students         | G. Evaluate the impact of lifelong learning on career advancement and retention. I can give five (5) examples of people who have advanced in their careers through continued learning.  | Understanding lifelong learning and its impact on keeping a job and being advanced to new positions. Research the value and need for lifelong learning by reviewing two articles and discussing them with an employer or postsecondary educator. Describe how lifelong learning impacts keeping a job and advancing in a career (G). | 1:1 meeting           | Binder of information |
| <b>Grade</b> | <b># of Students</b> | <b>13.4.9-10 Entrepreneurship</b>   | <b>Guidance Activity that leads to career exploration:</b>   | <b>Implementation</b> | <b>Evidence</b>       |
| 9-10th       | All Students         | A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. I have compared working in the corporate environment with starting my own business in order to achieve career goals. (A)<br>Comparing entrepreneurial and corporate environments to achieve personal career goals. (A)                  | Interview three corporate employees and three business owners, recording pros and cons of each type of job. Use collected information to determine what setting best matches selected career path (A)  | In Classroom          | Everfi Certificate    |
| 9-10th       | All Students         | B. Analyze entrepreneurship as it relates to personal character traits. I can give three (3) examples of how entrepreneurial traits (adaptability, ethical behavior, leadership, positive attitude, and risk-taking) match - or don't match - my personality. Recognizing entrepreneurial traits and how they match personal traits (B) | Create a list of entrepreneurial traits, speak to the people interviewed (e.g. adaptability, ethical behavior, leadership, positive attitude, and risk taking (B)  | 1:1 meeting           | Everfi Certificate    |



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| 9-10th | All Students | C. Developing a business plan, using community entrepreneurship resources (Chamber of Commerce, trade/technical Associations, entrepreneurial development centers (C.))   | Develop a business plan connected to personal interests using entrepreneurial resources (Chamber of Commerce, entrepreneurial development centers, School-Based career centers, small business administrations, economic development organizations. Present the entrepreneurial business plan to one or more of the major stakeholders such as peers, parents, educators, business/community and post-secondary representatives. Ask your audience to provide feedback on your Plan (A/C) | 1:1 meeting  | Data Completed |
| 9-10th | All Students | A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. I have compared working in the corporate environment with starting my own business in order to achieve career goals. (A)<br>Comparing entrepreneurial and corporate environments to achieve personal career goals. (A)                  | Interview three corporate employees and three business owners, recording pros and cons of each type of job. Use collected information to determine what setting best matches selected career path (A)   | In Classroom | Data Completed |
| 9-10th | All Students | B. Analyze entrepreneurship as it relates to personal character traits. I can give three (3) examples of how entrepreneurial traits (adaptability, ethical behavior, leadership, positive attitude, and risk-taking) match - or don't match - my personality. Recognizing entrepreneurial traits and how they match personal traits (B) | Create a list of entrepreneurial traits, speak to the people interviewed (e.g. adaptability, ethical behavior, leadership, positive attitude, and risk taking (B)   | 1:1 meeting  | Data Completed |

|        |              |   |   |   |                |
|--------|--------------|---|---|---|----------------|
| 9-10th | All Students | C. Developing a business plan, using community entrepreneurship resources (Chamber of Commerce, trade/technical Associations, entrepreneurial development centers (C.)  | Develop a business plan connected to personal interests using entrepreneurial resources (Chamber of Commerce, entrepreneurial development centers, School-Based career centers, small business administrations, economic development organizations. Present the entrepreneurial business plan to one or more of the major stakeholders such as peers, parents, educators, business/community and post-secondary representatives. Ask your audience to provide feedback on your Plan (A/C) | Letter of Recommendations for Students  | Data Completed |
| 9-10th | All Students | A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. I have compared working in the corporate environment with starting my own business in order to achieve career goals. (A)<br>Comparing entrepreneurial and corporate environments to achieve personal career goals. (A)                  | Interview three corporate employees and three business owners, recording pros and cons of each type of job. Use collected information to determine what setting best matches selected career path (A)   | Counselor Scheduling Meetings: 1:1 with student, parent, teachers and collegiate advisors | Data Completed |
| 9-10th | All Students | B. Analyze entrepreneurship as it relates to personal character traits. I can give three (3) examples of how entrepreneurial traits (adaptability, ethical behavior, leadership, positive attitude, and risk-taking) match - or don't match - my personality. Recognizing entrepreneurial traits and how they match personal traits (B) | Create a list of entrepreneurial traits, speak to the people interviewed (e.g. adaptability, ethical behavior, leadership, positive attitude, and risk taking (B)   | Student of the Month & Extra Effort Award   | Data Completed |

|              |                      |   |   |   |                             |
|--------------|----------------------|---|---|---|-----------------------------|
| 9-10th       | All Students         | C. Developing a business plan, using community entrepreneurship resources (Chamber of Commerce, trade/technical Associations, entrepreneurial development centers (C.))   | Develop a business plan connected to personal interests using entrepreneurial resources (Chamber of Commerce, entrepreneurial development centers, School-Based career centers, small business administrations, economic development organizations. Present the entrepreneurial business plan to one or more of the major stakeholders such as peers, parents, educators, business/community and post-secondary representatives. Ask your audience to provide feedback on your Plan (A/C) | 1:1 meeting   | Data Completed              |
| 9-10th       | All Students         |   |   | 1:1 meeting   |                             |
| <b>Grade</b> | <b># of Students</b> | <b>Career Awareness and Preparation: 13.1.11-12 Standard</b>  | <b>Guidance Activity that leads to career exploration:</b>  | <b>Implementation</b>   | <b>Evidence</b>             |
| 11-12th      | All Students         | A. Relate Careers to Individual Interests, Abilities and aptitudes - I have completed at least (2) self-assessments (interest, aptitude, personality and values) Completing Self-Assessments (interest, aptitudes, personality, etc.) A   | Complete at least two assessments (Interest, aptitude, personality or values (A)  | ASVAB; Scheduling Electives Courses; Individual Classroom Meetings & Class Scheduling Sheet | Classroom Scheduling Sheets |
| 11-12th      | All Students         | B. Analyze Career options Based on personal interests, abilities, aptitudes, achievements and goals. I have reviewed my career options based on my self-assessments, experiences, and achievements. I have researched five to ten careers that match my interests and attitudes. Reviewing career options, based on assessments (B) Researching Careers matching self-assessments results (B) | Review a list of career options based on two self-assessments, personal experiences, and achievements (B) Research 5-10 careers matching assessments, experiences and achievements (B)  | PSAT/NMSQT; SAT; ACT; AP Exams  | Results and Scores          |

|         |              |   |  |  |                              |
|---------|--------------|---|--|--|------------------------------|
| 11-12th | All Students | C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. I have researched five to ten careers that match my interests and aptitudes. Connecting changing workplace roles to new career opportunities. (C)  | Interview two individuals who have non-traditional careers or have had to adjust to a new job responsibility based on advancement or company downsizing (C.)                             | In Classroom   | Results and Scores           |
| 11-12th | All Students | D. Evaluate School-Based opportunities for career awareness/preparation. I have participated in three of the following: Community Service, Cooperative Education/Internship, Job Shadowing and or career-focused field trips, Part-Time Employment, School-Based enterprise, Industry-based career programs             | Participate in the following: Community Service, Career Focused Field Trips / Part-Time Employment (D)   | CCBC Academies Visit & College Visits & Job Postings; BCCTC Field Trip | Pre/Post Test & Survey Info. |
| 11-12th | All Students |   |  | 1:1 meeting  | Results and Scores           |
| 11-12th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection. | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | Plan & Prepare for Your Future--Class Schedules                        | Scheduling Sheets            |

|         |              |   |   |   |  |
|---------|--------------|---|---|---|--|
| 11-12th | All Students | F. Analyze the relationship between career choices and career preparation opportunities. I attended a college fair and researched postsecondary training programs, and I can determine the training needs for careers in my interest areas. I understand post-secondary education certification programs and the degrees awarded in those programs. | Research and explore 5-10 post-secondary training programs representing the range of options. | College & Career Fair & Union Trades Presentation & College Visits & MJ ROTC Program & ASVAB Interp. Day; CCBC Tour | College & Future Career Completion Survey; Applications and Enrollment Tally |
| 11-12th | All Students | G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio. I updated my career portfolio and I am looking at postsecondary options that can relate to my career goals. Creating a career Action Plan, through career portfolio process (G)   | Update the career portfolio, featuring a career plan that includes postsecondary options (G)  | In Classroom  | Results and Scores   |
| 11-12th | All Students | H. Review personal High School Plan against current personal career goals and select postsecondary opportunities based upon personal career interests. I updated my career portfolio and I am looking at postsecondary options that relate to my career goals. Selecting postsecondary opportunities based on Career Action Plan (H)                | Update the career portfolio, featuring a career plan that includes postsecondary options (H)  | In Classroom  | Results and Scores   |
| 11-12th | All Students | A. Relate Careers to Individual Interests, Abilities and aptitudes - I have completed at least (2) self-assessments (interest, aptitude, personality and values) Completing Self-Assessments (interest, aptitudes, personality, etc.) A   | Complete at least two assessments (Interest, aptitude, personality or values (A)              | Scheduling Electives Courses; Individual Classroom Meetings & Class Scheduling Sheet ASVAB; SAT; ACT; AP Exams;     | Classroom Scheduling Sheets  |

|         |              |   |  |   |                              |
|---------|--------------|---|--|---|------------------------------|
| 11-12th | All Students | B. Analyze Career options Based on personal interests, abilities, aptitudes, achievements and goals. I have reviewed my career options based on my self-assessments, experiences, and achievements. I have researched five to ten careers that match my interests and attitudes. Reviewing career options, based on assessments (B) Researching Careers matching self-assessments results (B) | Review a list of career options based on two self-assessments, personal experiences, and achievements (B) Research 5-10 careers matching assessments, experiences and achievements (B) | ASVAB; SAT; ACT; AP Exams;                          | Results and Scores           |
| 11-12th | All Students | C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. I have researched five to ten careers that match my interests and aptitudes. Connecting changing workplace roles to new career opportunities. (C)  | Interview two individuals who have non-traditional careers or have had to adjust to a new job responsibility based on advancement or company downsizing (C.)                           | In Classroom  | Results and Scores           |
| 11-12th | All Students | D. Evaluate School-Based opportunities for career awareness/preparation. I have participated in three of the following: Community Service, Cooperative Education/Internship , Job Shadowing and or career-focused field trips, Part-Time Employment, School-Based enterprise, Industry-based career programs  | Participate in the following: Community Service, Career Focused Field Trips / Part-Time Employment (D)   | CCBC Academies Visit & College Visits; BCCTC Visits | Pre/Post Test & Survey Info. |
| 11-12th | All Students |   |  | 1:1 meeting   | Results and Scores           |

|         |              |   |  |   |  |
|---------|--------------|---|--|---|--|
| 11-12th | All Students | E. Reviewing and revising the 9-12th grade course selection plan, related to chosen career path / Justify the selection of a career - Based on Research, self-assessment, as well as school and work experiences, I can select my future career paths. My career goals have influenced my high school course selection.                             | Use Previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals (E.) | Plan & Prepare for Your Future--Class Schedules / MJROTC Program                | Scheduling Sheets  |
| 11-12th | All Students | F. Analyze the relationship between career choices and career preparation opportunities. I attended a college fair and researched postsecondary training programs, and I can determine the training needs for careers in my interest areas. I understand post-secondary education certification programs and the degrees awarded in those programs. | Research and explore 5-10 post-secondary training programs representing the range of options.  | College and Career Fair/ College and Career Representatives & ASVAB Interp. Day | College & Future Career Completion Survey; Applications and Enrollment Tally |
| 11-12th | All Students | G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio. I updated my career portfolio and I am looking at postsecondary options that can relate to my career goals. Creating a career Action Plan, through career portfolio process (G)   | Update the career portfolio, featuring a career plan that includes postsecondary options (G)   | In Classroom  | Results and Scores   |

|              |                      |   |  |                       |                    |
|--------------|----------------------|---|--|-----------------------|--------------------|
| 11-12th      | All Students         | H. Review personal High School Plan against current personal career goals and select postsecondary opportunities based upon personal career interests. I updated my career portfolio and I am looking at postsecondary options that relate to my career goals. Selecting postsecondary opportunities based on Career Action Plan (H)                      | Update the career portfolio, featuring a career plan that includes postsecondary options (H)     | In Classroom          | Results and Scores |
| <b>Grade</b> | <b># Of Students</b> | <b>Career Acquisition 13.2.11-12</b>  | <b>Guidance Activity that leads to career exploration:</b>                                       | <b>Implementation</b> | <b>Evidence</b>    |
| 11-12th      | All Students         |   |  | 1:1 meeting           | Results and Scores |
| 11-12th      | All Students         | A. Apply effective speaking and listening skills used in a job interview - I have participated in an interview and demonstrated effective speaking and listening skills - Practice speaking and listening skills in the job interview process   | Participate in 1-2 mock interviews focusing on effective speaking and listening skills (A)       | In Classroom          | Results and Scores |
| 11-12th      | All Students         | B. Apply research skills in searching for a job (See standards for examples) I have used Internet-based systems to research a career field in my area of interest. I have used newspapers and professional associations to research employment prospects in my career field. Used varied research skills in a job search (online and print resources) (B) | Research 5-10 current job openings related to career field, using online and print resources (B) | In Classroom          | Data Completed     |



|         |              |   |  |   |  |
|---------|--------------|---|--|---|--|
| 11-12th | All Students | C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: Job application, Letter of appreciation following an interview, I have registered my resume on the career link system, I have completed a job application, I have completed a cover letter, and I have an up-to-date resume. Refining and collecting career acquisition documents for career portfolio (job applications, resume, postsecondary application, essays, letters of recommendation) | Develop and assemble career acquisition documents to be placed in the career portfolio (cover letter, resume, application, thank you letter, post-secondary application, letter of recommendation (C.))  | Letter of Recommendations for Students  | Letter of Recommendation                     |
| 11-12th | All Students | D. Analyze, revise, and apply an individualized career portfolio to chosen career path. I use my career portfolio when making career decisions<br>Reviewing annually career portfolio contents for personal career decision making (D)  | Review annually the career portfolio contents, as part of career decision making process with parents, counselors, teachers and possible business/post-secondary mentors (D).  | Counselor Scheduling Meetings: 1:1 with student, parent, teachers and collegiate advisors | Scheduling Sheet/Graduation Plan/Transcripts |
| 11-12th | All Students | E. Demonstrate the application of essential workplace skills/knowledge in the career acquisition process. I can demonstrate workplace skills by citing specific examples from my academic and work history. Applying essential workplace skills (communication, dependability, health and safety regulations, scheduling, technology, team building)  | Cite 5-10 situations of application of essential workplace skills from personal academic and work history, (attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork and getting along with others (E). | Student of the Month & Extra Effort Award   | Certificates                                 |

|         |              |   |   |  |                                      |
|---------|--------------|---|---|--|--------------------------------------|
| 11-12th | All Students | A. Apply effective speaking and listening skills used in a job interview - I have participated in an interview and demonstrated effective speaking and listening skills - Practice speaking and listening skills in the job interview process   | Participate in 1-2 mock interviews focusing on effective speaking and listening skills (A)  | In Classroom                           | Post Evaluation Data                 |
| 11-12th | All Students | B. Apply research skills in searching for a job (See standards for examples) I have used Internet-based systems to research a career field in my area of interest. I have used newspapers and professional associations to research employment prospects in my career field. Used varied research skills in a job search (online and print resources) (B)   | Research 5-10 current job openings related to career field, using online and print resources (B)  | Senior Projects                        | Project & Presentation               |
| 11-12th | All Students | C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: Job application, Letter of appreciation following an interview, I have registered my resume on the career link system, I have completed a job application, I have completed a cover letter, and I have an up-to-date resume. Refining and collecting career acquisition documents for career portfolio (job applications, resume, postsecondary application, essays, letters of recommendation) | Develop and assemble career acquisition documents to be placed in the career portfolio (cover letter, resume, application, thank you letter, post-secondary application, letter of recommendation (C.)) | Letter of Recommendations for Students | Copies of Letters of Recommendations |

|              |                      |  |  |   |  |
|--------------|----------------------|--|--|---|--|
| 11-12th      | All Students         | D. Analyze, revise, and apply an individualized career portfolio to chosen career path. I use my career portfolio when making career decisions<br>Reviewing annually career portfolio contents for personal career decision making (D)   | Review annually the career portfolio contents, as part of career decision making process with parents, counselors, teachers and possible business/post-secondary mentors (D).  | Counselor Scheduling Meetings: 1:1 with student, parent, teachers and collegiate advisors | Scheduling Sheet/Graduation Plan/Transcripts |
| 11-12th      | All Students         | E. Demonstrate the application of essential workplace skills/knowledge in the career acquisition process. I can demonstrate workplace skills by citing specific examples from my academic and work history. Applying essential workplace skills (communication, dependability, health and safety regulations, scheduling, technology, team building) | Cite 5-10 situations of application of essential workplace skills from personal academic and work history, (attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork and getting along with others (E). | Student of the Month & Extra Effort Award   | Certificates                                 |
| 11-12th      | All Students         |  |  | 1:1 meeting   | Post Evaluation Data                         |
| <b>Grade</b> | <b># Of Students</b> | <b>13.3.11-12 Career Retention and Advancement</b>   | <b>Guidance Activity that leads to career exploration:</b>   | <b>Implementation</b>   | <b>Evidence</b>                              |
| 11-12th      | All Students         |  |  | 1:1 meeting   | Post Evaluation Data                         |
| 11-12th      | All Students         | A. Evaluate personal attitudes and work habits that support career retention and advancement. Based on my school and work/volunteer experiences, I can describe what I need to do to get and to keep a job. Understanding personal attitudes and work habits for keeping a job and advancing (A)   | Create a list of ten personal attitudes and work habits needed to keep a job and to advance to another position (A)  | In Classroom  | Data Completed                               |

|         |              |   |  |              |                |
|---------|--------------|---|--|--------------|----------------|
| 11-12th | All Students | B. Evaluate team member roles to describe and illustrate active listening techniques. I contributed to a projects successful outcome while working on a team. I have used listening techniques such as clarifying, encouraging, restating and summarizing when working as part of the team. Learning/Practicing "team member" listening techniques (Clarifying, summarizing, encouraging) (B) | Choose specific topics of interest students, related to careers, and rehearse effective listening techniques with a team of five students include restating, clarifying, summarizing, encouraging and reflecting (B) | In Classroom | Data Completed |
| 11-12th | All Students | C. Evaluate conflict resolution skills as they relate to the workplace. I can give examples of how I used meditation, negotiation and problem solving in the workplace to diffuse and/or resolve conflict. Evaluating conflict resolution skills in the workplace (e.g. group dynamics, negotiation, problem-solving, constructive criticism)   | Think of difficult situations and students often encounter and describe five ways' to resolve a possible conflict in the workplace (Constructive criticism, mediation, negotiation and group dynamics) (C.)          | 1:1 meeting  | Data Completed |
| 11-12th | All Students | D. Develop personal budget based on career choice. I have estimated a personal budget based on an amount for a realistic income in my chosen career. Developing a personal budget connected to career choice (gross pay, savings, taxes, charitable contributions. (D)  | Develop a personal budget, using a realistic salary connected to jobs w within the selected career path (D)  | In Classroom | Data Completed |

|         |              |   |  |              |                |
|---------|--------------|---|--|--------------|----------------|
| 11-12th | All Students | E. Evaluate time management strategies and their applications to both personal and work situations. I can give three (3) examples of time management strategies, which help me at school and/or on the job. Evaluate Time Management Strategies, effective for home and work (E)  | Discuss/Describe three time management strategies that can be helpful at school and on the job (e.g. making a daily schedule, developing a task list for a specific project, setting priorities) €   | In Classroom | Data Completed |
| 11-12th | All Students | F. Evaluate strategies for career retention and advancement in response to the changing global workplace. I have evaluated how the global workplace affects my chosen career, and I can describe strategies needed to respond to change (F). Strategizing/Learning about the global marketplace, adapting to change and moving forward professionally (F) | Locate and review two articles on the changes in the global marketplace/world economy and talk with one business person about this topic. Describe how adapting to these changes can impact keeping job and gaining a better position (F).   | In Classroom | Data Completed |
| 11-12th | All Students | G. Evaluate the impact of lifelong learning on career advancement and retention. I can give five (5) examples of people who have advanced in their careers through continued learning.  | Understanding lifelong learning and its impact on keeping a job and being advanced to new positions. Research the value and need for lifelong learning by reviewing two articles and discussing them with an employer or postsecondary educator. Describe how lifelong learning impacts keeping a job and advancing in a career (G). | 1:1 meeting  | Data Completed |
| 11-12th | All Students | A. Evaluate personal attitudes and work habits that support career retention and advancement. Based on my school and work/volunteer experiences, I can describe what I need to do to get and to keep a job. Understanding personal attitudes and work habits for keeping a job and advancing (A)  | Create a list of ten personal attitudes and work habits needed to keep a job and to advance to another position (A)  | In Classroom | Data Completed |

|         |              |   |  |              |                |
|---------|--------------|---|--|--------------|----------------|
| 11-12th | All Students | B. Evaluate team member roles to describe and illustrate active listening techniques. I contributed to a projects successful outcome while working on a team. I have used listening techniques such as clarifying, encouraging, restating and summarizing when working as part of the team. Learning/Practicing "team member" listening techniques (Clarifying, summarizing, encouraging) (B) | Choose specific topics of interest students, related to careers, and rehearse effective listening techniques with a team of five students include restating, clarifying, summarizing, encouraging and reflecting (B) | In Classroom | Data Completed |
| 11-12th | All Students | C. Evaluate conflict resolution skills as they relate to the workplace. I can give examples of how I used meditation, negotiation and problem solving in the workplace to diffuse and/or resolve conflict. Evaluating conflict resolution skills in the workplace (e.g. group dynamics, negotiation, problem-solving, constructive criticism)   | Think of difficult situations and students often encounter and describe five ways' to resolve a possible conflict in the workplace (Constructive criticism, mediation, negotiation and group dynamics) (C.)          | 1:1 meeting  | Data Completed |
| 11-12th | All Students | D. Develop personal budget based on career choice. I have estimated a personal budget based on an amount for a realistic income in my chosen career. Developing a personal budget connected to career choice (gross pay, savings, taxes, charitable contributions. (D)  | Develop a personal budget, using a realistic salary connected to jobs w within the selected career path (D)  | In Classroom | Data Completed |

|              |                      |   |  |                       |                |
|--------------|----------------------|---|--|-----------------------|----------------|
| 11-12th      | All Students         | E. Evaluate time management strategies and their applications to both personal and work situations. I can give three (3) examples of time management strategies, which help me at school and/or on the job. Evaluate Time Management Strategies, effective for home and work (E)  | Discuss/Describe three time management strategies that can be helpful at school and on the job (e.g. making a daily schedule, developing a task list for a specific project, setting priorities) €   | In Classroom          | Data Completed |
| 11-12th      | All Students         | F. Evaluate strategies for career retention and advancement in response to the changing global workplace. I have evaluated how the global workplace affects my chosen career, and I can describe strategies needed to respond to change (F). Strategizing/Learning about the global marketplace, adapting to change and moving forward professionally (F) | Locate and review two articles on the changes in the global marketplace/world economy and talk with one business person about this topic. Describe how adapting to these changes can impact keeping job and gaining a better position (F).   | In Classroom          | Data Completed |
| 11-12th      | All Students         | G. Evaluate the impact of lifelong learning on career advancement and retention. I can give five (5) examples of people who have advanced in their careers through continued learning.  | Understanding lifelong learning and its impact on keeping a job and being advanced to new positions. Research the value and need for lifelong learning by reviewing two articles and discussing them with an employer or postsecondary educator. Describe how lifelong learning impacts keeping a job and advancing in a career (G). | 1:1 meeting           | Data Completed |
| <b>Grade</b> | <b># of Students</b> | <b>13.4.11-12 Entrepreneurship</b>  | <b>Guidance Activity that leads to career exploration:</b>   | <b>Implementation</b> |                |

|         |              |   |   |              |                    |
|---------|--------------|---|---|--------------|--------------------|
| 11-12th | All Students | A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. I have compared working in the corporate environment with starting my own business in order to achieve career goals. (A)<br>Comparing entrepreneurial and corporate environments to achieve personal career goals. (A)                  | Interview three corporate employees and three business owners, recording pros and cons of each type of job. Use collected information to determine what setting best matches selected career path (A)   | In Classroom | Data Completed     |
| 11-12th | All Students | B. Analyze entrepreneurship as it relates to personal character traits. I can give three (3) examples of how entrepreneurial traits (adaptability, ethical behavior, leadership, positive attitude, and risk-taking) match - or don't match - my personality. Recognizing entrepreneurial traits and how they match personal traits (B) | Create a list of entrepreneurial traits, speak to the people interviewed (e.g. adaptability, ethical behavior, leadership, positive attitude, and risk taking (B)   | 1:1 meeting  | Everfi Certificate |
| 11-12th | All Students | C. Developing a business plan, using community entrepreneurship resources (Chamber of Commerce, trade/technical Associations, entrepreneurial development centers (C.)  | Develop a business plan connected to personal interests using entrepreneurial resources (Chamber of Commerce, entrepreneurial development centers, School-Based career centers, small business administrations, economic development organizations. Present the entrepreneurial business plan to one or more of the major stakeholders such as peers, parents, educators, business/community and post-secondary representatives. Ask your audience to provide feedback on your Plan (A/C) | 1:1 meeting  | Everfi Certificate |



|         |              |   |   |              |                    |
|---------|--------------|---|---|--------------|--------------------|
| 11-12th | All Students | A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. I have compared working in the corporate environment with starting my own business in order to achieve career goals. (A)<br>Comparing entrepreneurial and corporate environments to achieve personal career goals. (A)                  | Interview three corporate employees and three business owners, recording pros and cons of each type of job. Use collected information to determine what setting best matches selected career path (A)   | In Classroom | Everfi Certificate |
| 11-12th | All Students | B. Analyze entrepreneurship as it relates to personal character traits. I can give three (3) examples of how entrepreneurial traits (adaptability, ethical behavior, leadership, positive attitude, and risk-taking) match - or don't match - my personality. Recognizing entrepreneurial traits and how they match personal traits (B) | Create a list of entrepreneurial traits, speak to the people interviewed (e.g. adaptability, ethical behavior, leadership, positive attitude, and risk taking (B)   | 1:1 meeting  | Everfi Certificate |
| 11-12th | All Students | C. Developing a business plan, using community entrepreneurship resources (Chamber of Commerce, trade/technical Associations, entrepreneurial development centers (C.)  | Develop a business plan connected to personal interests using entrepreneurial resources (Chamber of Commerce, entrepreneurial development centers, School-Based career centers, small business administrations, economic development organizations. Present the entrepreneurial business plan to one or more of the major stakeholders such as peers, parents, educators, business/community and post-secondary representatives. Ask your audience to provide feedback on your Plan (A/C) | 1:1 meeting  | Everfi Certificate |

|         |              |   |   |              |                    |
|---------|--------------|---|---|--------------|--------------------|
| 11-12th | All Students | A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. I have compared working in the corporate environment with starting my own business in order to achieve career goals. (A)<br>Comparing entrepreneurial and corporate environments to achieve personal career goals. (A)                  | Interview three corporate employees and three business owners, recording pros and cons of each type of job. Use collected information to determine what setting best matches selected career path (A)   | In Classroom | Everfi Certificate |
| 11-12th | All Students | B. Analyze entrepreneurship as it relates to personal character traits. I can give three (3) examples of how entrepreneurial traits (adaptability, ethical behavior, leadership, positive attitude, and risk-taking) match - or don't match - my personality. Recognizing entrepreneurial traits and how they match personal traits (B) | Create a list of entrepreneurial traits, speak to the people interviewed (e.g. adaptability, ethical behavior, leadership, positive attitude, and risk taking (B)   | 1:1 meeting  | Data Completed     |
| 11-12th | All Students | C. Developing a business plan, using community entrepreneurship resources (Chamber of Commerce, trade/technical Associations, entrepreneurial development centers (C.)  | Develop a business plan connected to personal interests using entrepreneurial resources (Chamber of Commerce, entrepreneurial development centers, School-Based career centers, small business administrations, economic development organizations. Present the entrepreneurial business plan to one or more of the major stakeholders such as peers, parents, educators, business/community and post-secondary representatives. Ask your audience to provide feedback on your Plan (A/C) | 1:1 meeting  | Data Completed     |

**Middle School Career Plan**

**8th grade**

Name:

Please complete the following questions. Additional information to assist you in completing this document can be found in your Xello profile. Please explain and expand on the following:

1. Your career interests.

- 
- 
- 
- 

2. Your career goals now and through the next 4 years.

- 
- 
- 
- 

3. Your chosen career...i.e. teacher, lawyer, doctor, restaurant owner, welder, engineer, auto mechanic, etc.  
Please complete this chart below.

| Job Title | Average Annual Salary | Job Duties | This job matches my interests, job values and skills in the following ways: | What training or education do I need for this job? | Where can I get this education or training? |
|-----------|-----------------------|------------|---|--|---|
|           |                       |            |   |  |   |

4. What career cluster and Holland code were you matched with through your career assessments in Xello. This information can be found under 'Career' tab in your Xello profile.

|                   |                 |
|-------------------|-----------------|
| Career Cluster(s) | Holland Code(s) |
|                   |                 |

5. What academic program(s) am I interested in? Place an 'X' in your area of interest and complete the questions below:

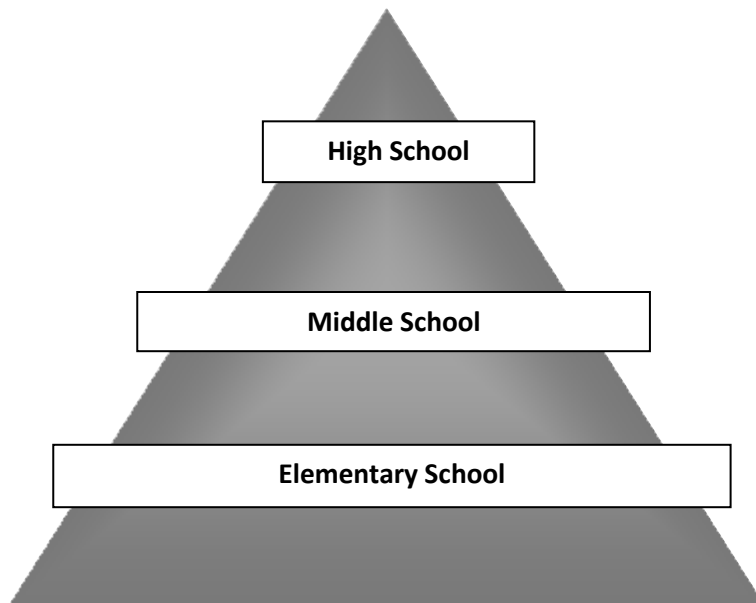
| College Prep | Honors | Vo-Agriculture | Western Career Area and Technology Center | Business Technology |
|--------------|--------|----------------|---|---------------------|
|              |        |                |   |                     |

- What classes do you plan to take in high school that directly relate to your academic program of interest?
  - 
  - 
  -

6. What type of higher education, after high school, is recommended for your career choice? I.e., 4 year college/university, technical school, associates program, certification program. Etc.

7. If you have narrowed down the **TYPE** (in question 6) of school, please list a specific higher level institution of your choice if you have an idea of **WHERE** you might want to go. I.e., University of Pittsburgh, California University, Penn Commercial, W&J College, Art Institute, etc.

**Appendix A-Program Delivery of Career Goals:** As a department we follow our Comprehensive K-12 School Counseling Program Curriculum.



Name  
Address  
City, State Zip  
Dear XXX,

The Ambridge Area School Counseling Department is pleased to announce the creation of an Advisory Council, designed to provide a partnership with members of our local community to increase meaningful opportunities for our K-12 students in their career exploration and development.

Our team of school administrators and school counselors will strive to showcase how the K-12 School Counseling career activities provide a comprehensive process for student development in career awareness, exploration and planning. In the process, we will seek participation and feedback from the community, including representatives from local businesses, non-profit organizations, associations and postsecondary institutions, regarding activities and experiences that will enhance the job-readiness skills and post-graduate opportunities for our students. As a member of this partnership, you will have the opportunity to provide feedback that will help develop our future workforce of students. Our goal is to ensure that our student graduates have a career plan outlining how they can contribute to the community at large as productive citizens.

This Advisory Council will meet two times per year. The first meeting will occur this fall, on a date to be determined. During this first meeting, members will have the opportunity to collaborate with local school and community representatives, provide insight regarding the economic health and career opportunities, and establish goals for the current school year. Our plan is to reconvene in the Spring to review goal progress, and again in the Fall.

If serving on the Ambridge Area School Counseling Advisory Council is of interest to you or a colleague from your organization, please respond to this invitation by contacting XXX. Your consideration of participation in this new initiative is greatly appreciated and will enhance the career development of all students in the Ambridge School District Community.

Thank you for your consideration and support.

Respectfully,  
Chelsea Benedict, High School Counselor representative  
Phillip Goerig, High School Counselor representative  
Genifer Scaletta, Middle School Counselor representative  
Cory Bailey, Elementary School Counselor representative