

CORRY AREA SCHOOL DISTRICT

K-12 339 School Counseling Plan

2022-2027



Corry Area School District
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A. Role of the School Counselor

1. School Counselors and Assignments

Counselor's Name	School Building	Ratio
Holly Trauner htrauner@corrysd.net 814-664-4677 x5405	Corry Area Primary School	449:1.5
Stacy Hirschmann shirschmann@corrysd.net 814-664-4677 x5406	Corry Area Primary and Intermediate School	849:3
Keith Anthony kanthony@corrysd.net 814-664-4677 x6106	Corry Area Intermediate School	400:1.5
Mike McGinnity mmcginnity@corrysd.net 814-664-4677 x2203	Corry Area Middle High School	401:1
Jen Dow jdow@corrysd.net 814-664-4677 x3118	Corry Area High School	311:1
Danielle Audet daudet@corrysd.net 814-664-4677 x3119	Corry Area High School	295:1

2. Role of the School Counselor: ASCA

Leader

The Corry Area School District's counselors serve as leaders through their comprehensive school counseling program. This comprehensive program focuses on proactive measures that focus on student outcomes and competencies. The school counselors work with students, their families, faculty, administrators, outside agencies, the community and post-secondary institutions to maximize student success.

The CASD counselors demonstrate leadership at all levels (pre-k-2, 3-5, 6-8, 9-12) by:

- Serving as members on the NWPA School Counselor's Association, Student Assistance Program (SAP) Team, Crisis Management Team, Safety Committee, Building Level Teams
- Implementing, analyzing and designing a comprehensive K-12 counseling program
- Adhering to ASCA Ethical Standards for School Counselors
- Providing a safe and welcoming learning environment
- Managing the school counseling program budget

Advocate

The Corry School District's counselors support student success by advocating for students' academic, career, and personal/social developmental needs. The counselors support a safe learning environment through culturally relevant prevention and intervention programs.

The CASD counselors demonstrate advocacy at all levels (pre-k-2, 3-5, 6-8, 9-12) by:

- Providing whole group, small group and individual sessions to assist students in their individual success
- Utilizing the child study and SAP process to gain access to educational opportunities for students
- Using a proactive approach to meet the needs of all students
- Responding to student needs in a prompt and professional manner
- Forming ongoing relationships with agencies in the community to benefit students in need
- Referring students for outside counseling support as needed

Collaborator

The Corry Area School District's counselors team up with stakeholders inside and outside of the school to review and make recommendations about school counseling programming. Through collaboration with all stakeholder groups, the school counseling program can be strengthened through these relationships and resources.

The CASD counselors demonstrate collaboration at all levels (Pre-K-2, 3-5, 6-8, 9-12) by:

- Working with school and community stakeholders to address student academic, personal/social and career needs
- Actively participating in school based teams
- Serving and using resources to maintain the K-12 School Advisory Committee

Agent of Systemic Change

The CASD counselors demonstrate being an agent of systemic change at all levels (pre-k-2, 3-5, 6-8, 9-12) by:

- Gathering data to address or support any need for change
- Creating goals, action plans, and comprehensive programs that deliver the program components to all students around the needed change
- Creating clear guidelines when addressing current societal issues
- Supporting and demonstrating positive relationship building with students
- Promoting all career opportunities for all students through multiple pathway

3. Job Description Linked to Counselor Evaluation Process

Counselor Level	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Service Delivery/Delivery System	<u>Domain 4</u> Professional Development/Professional School Counselor Responsibilities and Ethical Standards
Elementary	<ul style="list-style-type: none"> -Implement a balanced comprehensive developmental school counseling program that includes counseling curriculum, responsive services, individual planning, and student support services. -Guide individuals and groups of students and parents to plan, monitor, and manage students' educational as well as career development. -Coordinate people and other resources in the school, home and community to promote student success. Assist students in achieving their optimum growth in the areas of personal/social, career, and academic preparation. -Use department established process when referring students, parents, and others to special programs and services. -Adhere to legal, ethical and professional standards related to assessment. Able to 	<ul style="list-style-type: none"> -Implement a balanced comprehensive developmental school counseling program that includes counseling curriculum, responsive services, individual planning, and student support services. -Guide individuals and groups of students and parents to plan, monitor, and manage students' educational as well as career development. -Work with students to develop individual educational and career plans. -Work to prevent students from dropping out of school. Aid students in identifying options and making choices in vocational and academic planning. Work with various career pathways in the development of the pathway in regards to career education and implementation of Career Education and Work Standards. -Work with students on an individual basis in solution of 	<ul style="list-style-type: none"> -Implement a balanced comprehensive developmental school counseling program that includes counseling curriculum, responsive services, individual planning, and student support services. -Guide individuals and groups of students and parents to plan, monitor, and manage students' educational as well as career development. -Coordinate people and other resources in the school, home and community to promote student success. Assist students in achieving their optimum growth in the areas of personal/social, career, and academic preparation. -Use department established process when referring students, parents, and others to special programs and services. -Adhere to legal, ethical and professional standards related to assessment. Able to administer, interpret 	<ul style="list-style-type: none"> -Adhere to legal, ethical and professional standards related to assessment. Able to administer, interpret standardized tests and results and other assessment data to guide students in individual goal setting and planning. -Demonstrate professionalism, including commitment to professional development. -Work to prevent students from dropping out of school. -Aid students in identifying options and making choices in vocational and academic planning. Work with various career pathways in the development of the pathway in regards to career education and implementation of Career Education and Work Standards. -Work with students on an individual basis in solution of personal problems and development of action plans for academic and personal

	<p>administer, interpret standardized tests and results and other assessment data to guide students in individual goal setting and planning.</p> <ul style="list-style-type: none"> -Demonstrate professionalism, including commitment to professional development. -Work with students to develop individual educational and career plans. -Work to prevent students from dropping out of school. Aid students in identifying options and making choices in vocational and academic planning. Work with various career pathways in the development of the pathway in regards to career education and implementation of Career Education and Work Standards. -Work with students on an individual basis in solution of personal problems and development of action plans for academic and personal success. -Refer to proper agency and services as needed. -Help students to learn to make their own decisions and solve problems independently. -Work with administration, parents, and students to provide a smooth transition for students from new schools, placement, and or other areas. -Work with Crisis Response Team to assist in the implementation of Safe School 	<p>personal problems and development of action plans for academic and personal success.</p> <ul style="list-style-type: none"> -Refer to proper agency and services as needed. Help students to learn to make their own decisions and solve problems independently. -Work with administration, parents, and students to provide smooth transition for students from new schools, placement, and or other areas. -Work with Crisis Response Team to assist in implementation of Safe School Plan. -Work with Building Level Teams in support of student assistance program. -Provide counseling to students that are referred as having problems in attendance, retention, and discipline. -Provide counseling for students with chronic absence and discuss alternatives for students with discipline and personal problems. -Communicate with parents as necessary. -Interpret and present counseling program to community. -Act as a student advocate in all matters involving students. 	<p>standardized tests and results and other assessment data to guide students in individual goal setting and planning.</p> <ul style="list-style-type: none"> -Demonstrate professionalism, including commitment to professional development. -Work with students to develop individual educational and career plans. -Work to prevent students from dropping out of school. Aid students in identifying options and making choices in vocational and academic planning. Work with various career pathways in the development of the pathway in regards to career education and implementation of Career Education and Work Standards. -Work with students on an individual basis in solution of personal problems and development of action plans for academic and personal success. -Refer to proper agency and services as needed. Help students to learn to make their own decisions and solve problems independently. -Work with administration, parents, and students to provide smooth transition for students from new schools, placement, and or other areas. -Work with Crisis Response Team to assist in implementation of Safe School Plan. -Work with Building Level Teams in support of student assistance program. 	<p>success. Refer to proper agency and services as needed. Help students to learn to make their own decisions and solve problems independently.</p> <ul style="list-style-type: none"> -Work with administration, parents, and students to provide smooth transition for students from new schools, placement, and or other areas. -Work with Crisis Response Team to assist in implementation of Safe School Plan. -Work with Building Level Teams in support of student assistance program. -Work with students, teachers, school nurse, and parents in completion of Chapter 15 service agreements. -Assist special educational staff, including school psychologist, in screening potential, exceptional education need referrals by providing information to parents and supplying background information. -Provide counseling to students that are referred as having problems in attendance, retention, and discipline. Provide counseling for students with chronic absence and discuss alternatives for students with discipline and personal problems. -Communicate with parents as
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	<p>Plan.</p> <ul style="list-style-type: none"> -Work with Building Level Teams in support of student assistance program. -Work with students, teachers, school nurse, and parents in completion of Chapter 15 service agreements. -Assist special educational staff, including school psychologist, in screening potential, exceptional education need referrals by providing information to parents and supplying background information. -Coordinating the scheduling, monitoring and counseling services for alternative education programs. -Provide counseling to students that are referred to as having problems in attendance, retention, and discipline. -Provide counseling for students with chronic absence and discuss alternatives for students with discipline and personal problems. -Communicate with parents as necessary. -Interpret and present counseling program to community. -Act as a student advocate in all matters involving students. 		<ul style="list-style-type: none"> -Work with students, teachers, school nurse, and parents in completion of Chapter 15 service agreements. -Assist special educational staff, including school psychologist, in screening potential, exceptional education need referrals by providing information to parents and supplying background information. -Provide counseling to students that are referred as having problems in attendance, retention, and discipline. -Provide counseling for students with chronic absence and discuss alternatives for students with discipline and personal problems. -Communicate with parents as necessary. -Interpret and present counseling program to community. -Act as a student advocate in all matters involving students. 	<p>necessary.</p> <ul style="list-style-type: none"> -Interpret and present counseling program to the community. -Act as a student advocate in all matters involving students.
Middle School	<ul style="list-style-type: none"> -Coordinate the provision of outside service agencies as deemed necessary. -Collaborate and coordinate with administrators, teachers 	<ul style="list-style-type: none"> -Respond to crisis situations as part of MHS team. -Share the general responsibility of encouraging each student to become as educationally 	<ul style="list-style-type: none"> -Develop, assist and conduct transition programs including mentor and student-led initiatives. -Interpret academic records to 	<ul style="list-style-type: none"> -Establish and maintain accurate records for secondary students -Develop partnerships with students, administrators,

	<p>and case managers in developing IEPs.</p> <ul style="list-style-type: none"> -Provide all services consistent with Chapters 12, 14, 15 & 16 of State Board Regulations. -Participate as a member and case manager of the SAP team. -Work collaboratively with the building administrators in developing a master schedule and student schedules. -Write and coordinate compliance with 504 plans. -Assist in the administration of and provide the interpretation of standardized assessments including, but not limited to the following: PSSA, PSAT, NOCTI, AP, Pre-ACT, ACT, PLAN, SAT, ASVAB and Keystone exams. -Coordinate all activities related to post-secondary planning such as but not limited to Financial Aid Night, College and Career Fair, College/Military Visits, Guest Speakers, and Field Trips as needed. -Provide classroom instruction in areas of personal, social and academic career related topics as needed. -Advocate for students in meeting academic, career and personal/social goals. 	<p>competent as he/she is capable.</p> <ul style="list-style-type: none"> -Encourage the development of a healthy respect in each student for him/herself and of others. -Comply with all safety policies, practices and procedures. Report all unsafe activities to supervisor and/or Human Resources. 	<p>students, parents and school staff.</p> <ul style="list-style-type: none"> -Counsel with students to enhance and promote appropriate personal, social, academic and career development through group and individual counseling. -Provide educational and career information and guide students in making educational and career decisions. -Advise students on post-secondary careers based on individual interests and abilities. 	<p>teachers, parents and community members.</p> <ul style="list-style-type: none"> -Be an active and participating member of building level teams and committees including Perkins Planning, SWPBIS, Steering, K-12 Guidance, Parent Advisory and Crisis. -Participate in Professional Development to support the role of the school Counselor as defined by ASCA and PSCA standards -Maintain ASCA Ethical standards -Tracking of ESSA articles of Evidence -Collaborate with the Supervisor of Vocational Education, Supervisor of Special Education, secondary principals, teachers, and other professional personnel in matters of school adjustment and performance as assigned -Participate in proactive team efforts to achieve District, building, departmental and / or grade-level goals. -Provide leadership to others through example and sharing of knowledge/skill.
High School	<ul style="list-style-type: none"> -Coordinate the provision of outside service agencies as deemed necessary. -Collaborate and coordinate with administrators, teachers and case managers in developing IEP's. 	<ul style="list-style-type: none"> -Respond to crisis situations as part of MHS team. -Share the general responsibility of encouraging each student to become as educationally competent as he/she is capable. -Encourage the development of 	<ul style="list-style-type: none"> -Develop, assist and conduct transition programs including mentor and student led initiatives. -Interpret academic records to students, parents and school staff. 	<ul style="list-style-type: none"> -Establish and maintain accurate records for secondary students -Develop partnerships with students, administrators, teachers, parents and community members.

	<ul style="list-style-type: none"> -Provide all services consistent with Chapters 12, 14, 15 & 16 of State Board Regulations. -Participate as a member and case manager of the SAP team. -Work collaboratively with the building administrators in developing a master schedule and student schedules. -Write and coordinate compliance with 504 plans. -Assist in the administration of and provide the interpretation of standardized assessments including, but not limited to the following: PSSA, PSAT, NOCTI, AP, Pre-ACT, ACT, PLAN, SAT, ASVAB and Keystone exams. -Coordinate all activities related to post-secondary planning such as but not limited to Financial Aid Night, College and Career Fair, College/Military Visits, Guest Speakers, and Field Trips as needed. -Provide classroom instruction in areas of personal, social and academic career related topics as needed. -Advocate for students in meeting academic, career and personal/social goals. 	<p>a healthy respect in each student for him/herself and of others.</p> <ul style="list-style-type: none"> -Comply with all safety policies, practices and procedures. Report all unsafe activities to supervisor and/or Human Resources. 	<ul style="list-style-type: none"> -Counsel with students to enhance and promote appropriate personal, social, academic and career development through group and individual counseling. -Provide educational and career information and guide students in making educational and career decisions. -Advise students on post-secondary careers based on individual interests and abilities. 	<ul style="list-style-type: none"> -Be an active and participating member of building level teams and committees including Perkins Planning, SWPBIS, Steering, K-12 Guidance, Parent Advisory and Crisis. -Participate in Professional Development to support the role of the school Counselor as defined by ASCA and PSCA standards. -Maintain ASCA Ethical standards. -Tracking of ESSA articles of Evidence -Collaborate with the Supervisor of Vocational Education, Supervisor of Special Education, secondary principals, teachers, and other professional personnel in matters of school adjustment and performance as assigned -Participate in proactive team efforts to achieve District, building, departmental and / or grade-level goals. -Provide leadership to others through example and sharing of knowledge/skill.
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B. Program Delivery Related to Items of the Plan

4. School Counseling Department Mission Statement

District Mission Statement

The mission of the Corry Area School District is to prepare students to be lifelong learners and responsible citizens in a competitive global society.

K-12 School Counseling Mission Statement

The mission of Corry Area School District school counseling program is to provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all students. It is the goal of the Corry Area School District's counseling program to ensure that all students are college, career, and life ready. "College, Career and Life Readiness" means that individuals possess the knowledge and skills necessary to succeed in life after high school and to thrive in their community.

5. Program Calendar by Domain and Level Support

Monthly K to 5 Calendar and Delivery Chart					
Item Month/Domain	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non Counselor Related
Percentage of Time	40%	40%	10%	10%	
September					
Academic	Child Study Team Meetings New Student Orientation (CAIS) Review of records	504 plans Parent Contacts		Collaboration with teachers, school psychologist, outside agencies	
Career	Career Lessons for Career Readiness Plan (Grades K-5)		Record career data through spreadsheet/Xello	Coordinate Xello	
Social/Emotional	2nd Step Lessons Character Education Trait	Check in/out students Students Breaks Positive Incentive Plans		Coordinating Outside Services Meetings Collaboration with school based team PASS Survey	
October					
Academic	Child Study Team Meetings Review of records	504 plans Parent Contacts		Collaboration with teachers, school psychologist, outside agencies	
Career	Career Lessons for Career Readiness Plan (Grades K-5)		Record career data through spreadsheet/Xello	Coordinate Xello	
Social/Emotional	2nd Step Lessons SEL Small Group Lessons (K-5) KIDS on the Block (Barber Center) Grades: K, 1 and 4 Character Education Trait Analyze PASS results	Check in/out students Students Breaks Positive Incentive Plans Social Skills		Coordinating Outside Services Meetings Collaboration with school based team	

November					
Academic	Child Study Team Meetings Review of records	504 plans Parent Contacts Parent Conferences		Collaboration with teachers, school psychologist, outside agencies	
Career	Inputting Career Readiness Plan Data Career Lessons for Career Readiness Plan (K-1)		Record career data through spreadsheet/Xello	Coordinate Xello	
Social/Emotional	2nd Step Lessons SEL Small Group Lessons (K-5) Crime Victims Center: Grades: K, 2, 3 and 5 Character Education Trait	Check in/out students Students Breaks Positive Incentive Plans Social Skills (CAPS)		Coordinating Outside Services Meetings Collaboration with school based team	
December					
Academic	Child Study Team Meetings Review of records	504 plans Parent Contacts		Collaboration with teachers, school psychologist, outside agencies	
Career	2nd Grade CC Spark Lesson Career Lessons for Career Readiness Plan (K-1)		Record career data through spreadsheet/Xello	Coordinate Xello	
Social/Emotional	2nd Step Lessons SEL Small Group Lessons (K-5) Character Education Trait	Check in/out students Students Breaks Positive Incentive Plans Social Skills (CAPS)		Coordinating Outside Services Meetings Collaboration with school based team	
January					
Academic	Child Study Team Meetings Review of records	504 plans Parent Contacts		Collaboration with teachers, school psychologist, outside agencies	
Career	2nd Grade CC Spark Lesson Career Lessons for Career Readiness Plan (K-1)			Coordinate Xello	
Social/Emotional	2nd Step Lessons SEL Small Group Lessons (K-5) Character Education Trait Deputy Phil Assembly	Check in/out students Students Breaks Positive Incentive Plans Drumming (CAIS)	Record career data through spreadsheet/Xello	Coordinating Outside Services Meetings Collaboration with	

		Social Skills (CAPS)		school based team	
February					
Academic	Child Study Team Meetings Review of records	504 plans Parent Contacts		Collaboration with teachers, school psychologist, outside agencies	
Career	2nd Grade CC Spark Lesson Mock Audit for Career Readiness Plan Career Lessons for Career Readiness Plan (K-1)			Coordinate Xello	
Social/Emotional	2nd Step Lessons SEL Small Group Lessons (K-5) Drumming (CAIS) Character Education Trait	Check in/out students Students Breaks Positive Incentive Plans Drumming (CAIS) Social Skills (CAPS)	Record career data through spreadsheet/Xello	Coordinating Outside Services Meetings Collaboration with school based team PASS Survey	
March					
Academic	Child Study Team Meetings Review of records	504 Plans Parent Contacts		Collaboration with teachers, school psychologist, outside agencies	
Career	2nd Grade CC Spark Lesson Career Lessons for Career Readiness Plan (K-1)			Coordinate Xello	
Social/Emotional	2nd Step Lessons SEL Small Group Lessons (K-5) Character Education Trait Analyze PASS Results	Check in/out students Students Breaks Positive Incentive Plans Social Skills (CAPS)	Record career data through spreadsheet/Xello	Coordinating Outside Services Meetings Collaboration with school based team	
April					
Academic	Child Study Team Meetings Review of records	504 plans Parent Contacts PSSA (CAIS)		Collaboration with teachers, school psychologist, outside agencies K-12 Guidance Advisory Committee Meeting	PSSA Testing

Career	2nd Grade CC Spark Lesson Career Lessons for Career Readiness Plan (K-1)			Coordinate Xello	
Social/Emotional	2nd Step Lessons SEL Small Group Lessons (K- 5) Character Education Trait	Check in/out students Students Breaks Positive Incentive Plans Social Skills (CAPS)	Record career data through spreadsheet/Xello	Coordinating Outside Services Meetings Collaboration with school based team	
May					
Academic	Child Study Team Meetings Transition Day Review of records	504 plans Parent Contacts		Collaboration with teachers, school psychologist, outside agencies	
Career	Career Day (Grades 4 & 5) STEM Day (Grade 4) Career Lessons for Career Readiness Plan (K-1)			Coordinate Xello 5th Grade CTE Tours	
Social/Emotional	2nd Step Lessons Safe Journeys Grades: 2 and 5 Grief Small Group SEL Small Group Lessons (K- 2) Character Education Trait	Check in/out students Students Breaks Positive Incentive Plans	Record career data through spreadsheet/Xello	Coordinating Outside Services Meetings Collaboration with school based team	
June					
Academic	SAP Reporting Review of records	504 Plans Parent Contacts		Collaboration with teachers, school psychologist, outside agencies	
Career				Coordinate Xello	
Social/Emotional		Students Breaks Positive Incentive Plans	Record career data through spreadsheet/Xello	Coordinating Outside Services Meetings Collaboration with school based team	

Ongoing K to 5 School Counselor Activities

Counselor Related Activity	Counselor Domain: Academic	Counselor Domain: Career	Counselor Domain: Social/Emotional	Non Counselor Related Activity
Administrator/Teacher communications regarding students	x		x	
Attend Faculty Meetings				x
Attend School-Based Meetings	x		x	
Attend Meetings with Outpatient Therapists	x		x	
Attend Field Trips			x	
Attend IEP/Chapter 15 meetings	x	x	x	
Child Study Meetings	x	x	x	
Classroom lesson preparation		x	x	
Conferences/Workshops	x	x	x	
Delivering 2nd Step Lessons in whole group classrooms			x	
Delivering Career lessons in whole group classrooms		x		
District Counselor Meetings	x	x	x	
Individual Counseling Sessions with students	x		x	
Intervene with students in Crisis			x	
New Student Orientation	x	x	x	
Parent Communication	x	x	x	
Parent Meetings	x	x	x	
Preparation for Guidance Events (Career Day, STEM Day, etc)	x	x	x	

Small Group Counseling Groups			X	
Test Proctoring	X			
Communication of Erie County Career and Pathways Alliance and Erie Career Street information		X		
Child Abuse Reporting			X	
Attendance Meetings	X			
Salvation Army Food Bags			X	
Santa Fund			X	
504 Plan Coordination	X			
K-12 Guidance Department Meetings	X	X	X	
Morning Duty (CAPS/CAIS) Lunch Duty (CAPS) After School Duty (CAPS)				X
Analyze PASS Data for Tier 1 Supports			X	

Monthly Middle School (6 ,7, & 8) Calendar and Delivery Chart					
Item Month/Domain	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non Counselor Related
Percentage of Time	40%	40%	10%	10%	
September					
Academic	Schedule Adjustments	SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP) K-12 Guidance Advisory	

				Committee Meeting	
Career	<u>6th Grade</u> Xello-Matchmaker Xello-Decision Making	<u>6th Grade</u> Xello - Makeup/Completion Session(s)	Individual Counseling CTE Shadowing	Meeting Future PA Ready Career Indicators	
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution		SAP Case Management PASS Survey	
October					
Academic		SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP)	
Career	<u>7th Grade</u> Xello-Explore Career Matches Xello-Jobs and Employers	<u>7th Grade</u> Xello - Makeup/Completion Session(s)	Individual Counseling CTE Shadowing		
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution Analyze PASS Results		SAP Case Management	
November					
Academic	Report Card Proofing	SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP)	
Career	<u>8th Grade</u> Xello-Entrepreneurship Exploration Xello-Discovering Learning Pathways	<u>8th Grade</u> Xello - Makeup/Completion Session(s)	Individual Counseling CTE Shadowing		
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution		SAP Case Management	

December					
Academic		SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP)	
Career			Individual Counseling CTE Shadowing		
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution		SAP Case Management Winter Holiday Party	Santa Fund
January					
Academic	Report Card Proofing Schedule Adjustments	SAP Referrals SAP Coordination Individual Counseling Conflict Resolution	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP)	
Career			Individual Counseling CTE Shadowing		
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution		SAP Case Management	
February					
Academic		SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP)	
Career			Individual Counseling CTE Shadowing		
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution		SAP Case Management PASS Survey	
March					
Academic	Report Card Proofing	SAP Referrals	Schedule Changes	SAP Case Management	NOCTI Proctoring

		SAP Coordination Individual Counseling	Individual grade review meetings	Attendance Meetings (SAIP)	
Career	<u>8th Grade</u> Individualized Career Plan (Google Form)	<u>8th Grade</u> Xello - Makeup/Completion Session(s)	Individual Counseling CTE Shadowing		
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution Analyze PASS Results	Grief Group Drumming Anxiety Group	SAP Case Management	
April					
Academic		SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP) K-12 Guidance Advisory Committee Meeting	NOCTI Proctoring PSSA Proctoring/Assistance
Career			Individual Counseling CTE Shadowing		
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution		SAP Case Management	
May					
Academic		SAP Referrals SAP Coordination Individual Counseling SAP Case Review Carry Over	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP)	PSSA Proctoring/Assistance
Career	6th Grade CTE Tours		Individual Counseling CTE Shadowing		
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution SAP Case Review Carry Over		SAP Case Management	

June					
Academic	Report Card Proofing/Review	Complete SAP PDE 4092 Forms and Submit Report to PDE			
Career	Submit report of career indicator completion for 8th graders to data coordinator for reporting				
Social/Emotional		Complete SAP PDE 4092 Forms and Submit Report to PDE			

Ongoing Middle School Counselor Activities				
Counselor Related Activity	Counselor Domain: Academic	Counselor Domain: Career	Counselor Domain: Social/Emotional	Non Counselor Related Activity
SAP Referrals	X		X	
Child Abuse Reporting			X	
Crisis Counseling			X	
SAP Case Management	X		X	
Schedule Changes	X			
Individual Counseling	X	X	X	
Conflict Resolution	X		X	
Attendance Meetings (SAIP)	X			
Parent Contacts	X		X	
SAP Coordination	X		X	

Quarterly Failures	X			
Second Harvest Food Bank			X	
Santa Fund			X	
504 Coordination	X			
Communication of Erie County Career and Pathways Alliance and Erie Career Street information		X		
Digital Communication	X	X	X	
Analyze PASS Data for Tier 1 Supports			X	
Assist with Botvin SEL Curriculum in HealthPD as needed			X	

Monthly High School Calendar and Delivery Chart					
Item Month/Domain	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic/Career Counseling	System Support	Non Counselor Related
Percentage of Time	40%	40%	10%	10%	
September					
Academic	Schedule Creation, Proofing, Adjustments	SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	SAP Case Management Attendance	

				Meetings (SAIP)	
Career	Freshman Seminar Class Xello CRI Exploring Career Factors Workplace Skills and Attitudes Career and Lifestyle Costs Work Values Career Backup Plans	Xello - Makeup/Completion Session(s)	Individual Counseling		
Social/Emotional	Safe Journey Caring Place	SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution	Individual Counseling	PASS Survey	
October					
Academic	ASVAB Interpretation	SAP Referrals SAP Coordination Individual Counseling	PSAT Pre-ACT ASVAB Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP)	Keystone Proctoring
Career	10th Grade Xello CRI Lesson Defining Success Entrepreneurial Skills	Xello - Makeup/Completion Session(s)	Individual Counseling		
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution Analyze PASS Results	Individual Counseling		
November					
Academic	Report Card Proofing	SAP Referrals SAP Coordination Individual Counseling	FAFSA Night Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP)	
Career	Freshman Seminar Class Exploring Career Factors Workplace Skills and Attitudes Career and Lifestyle Costs Work Values	Xello - Makeup/Completion Session(s)	Individual Counseling		

	Career Backup Plans				
Social/Emotional	Children's Grief Awareness Day Activities	SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution	Individual Counseling	Winter Holiday Party	Santa Fund
December					
Academic	PSAT Interpretation	SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP) Perkin's Committee Review Meeting	Keystone Proctoring
Career	11th Grade Xello CRI Lessons Job Interviews Choosing a College	Xello - Makeup/Completion Session(s)	Individual Counseling		
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution	Individual Counseling	Winter Holiday Party	Santa Fund
January					
Academic	Report Card Proofing Schedule Adjustments Scholarship Packet Distribution Senior Academic Hearings	SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP)	
Career	Freshman Seminar Class Exploring Career Factors Workplace Skills and Attitudes Career and Lifestyle Costs Work Values Career Backup Plans Scheduling Classroom Visits Scheduling Night College and Career Fair	Xello - Makeup/Completion Session(s)	Individual Counseling		
Social/Emotional		SAP Referrals Child Abuse Reporting Crisis Counseling	Individual Counseling		

		Individual Counseling Conflict Resolution			
February					
Academic	Course Request Form Adjustments	SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP)	
Career	Course Recommendations Using Pathways Guide		Individual Counseling		
Social/Emotional	Safe-Line Youth Advisory Week Events Random Acts of Kindness Day	SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution Analyze PASS Results	Individual Counseling	PASS Survey	
March					
Academic	Report Card Proofing Distribute Course Requests by Student Create Master Schedule with Admin Team Scholarship Application Consultation	SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	SAP Case Management Attendance Meetings (SAIP)	
Career			Individual Counseling		
Social/Emotional	Individual Counseling	SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution Grief Group Drumming Anxiety Group	Individual Counseling		
April					
Academic	Proofing First Draft of Student Schedules Meet with Students to Correct Schedules	SAP Referrals SAP Coordination Individual Counseling	Schedule Changes Individual grade review meetings	K-12 Guidance SAP Case Management Attendance Meetings (SAIP) Committee Meeting	NOCTI Proctoring

Career	Freshman Seminar Class Exploring Career Factors Workplace Skills and Attitudes Career and Lifestyle Costs Work Values Career Backup Plans Reality Fair	Xello - Makeup/Completion Session(s)	Individual Counseling		
Social/Emotional	Individual Counseling	SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution	Individual Counseling		
May					
Academic	Summer School Letters/Applications	SAP Referrals SAP Coordination Individual Counseling		Academic Banquets Scholarship Committee Meetings	Keystone Proctoring
Career			Individual Counseling		
Social/Emotional	Individual Counseling	SAP Referrals Child Abuse Reporting Crisis Counseling Individual Counseling Conflict Resolution SAP Case Reporting	Individual Counseling		
June					
Academic	Report Card Proofing Transcript Audits		Individual Grade Review Meetings		
Career			Individual Counseling		
Social/Emotional		Complete SAP PDE 4092 Forms and Submit Report to PDE	Individual Counseling		

Ongoing High School Counselor Activities				
Counselor Related	Counselor Domain:	Counselor Domain:	Counselor Domain:	Non Counselor Related

Activity	Academic	Career	Social/Emotional	Activity
SAP Referrals	X		X	
Child Abuse Reporting			X	
Crisis Counseling			X	
SAP Case Management	X		X	
Schedule Changes	X			
Individual Sessions	X	X	X	
Conflict Resolution			X	
Career Readiness Indicator		X		
Attendance Meetings (SAIP)	X		X	
Parent Contacts	X		X	
504 Coordination	X			
Academic Watchlist Meetings	X			
Class Failures	X			
Second Harvest Food Bank			X	
Santa Fund			X	
Digital Communication	X	X	X	
Communication of Erie		X		

County Career and Pathways Alliance and Erie Career Street information				
K-12 Guidance Department Meetings	x	x	x	
Analyze PASS Data for Tier 1 Supports			x	

6. Curriculum Action Plan

K to 5 Curriculum Action Plan						
Grade	Program/Lesson	Materials	ASCA/CEW Domain	Students Impacted	Evaluation/Assessment	Indicator
K	"Put Your Hands Up"	1) Small Sparks, Big Dreams 2) Worksheets	13.1.3 A,B,D	All K Students	Worksheet	CEW Artifact
3rd	Little Entrepreneurs	1) Career Lesson Plan 2) Lesson Worksheet 3) Hooda Math website 4) Lemonade Stand Website	13.4.3 A,B,C	All 3rd Grader	Worksheet	CEW Artifact
4th	Interest Inventory	1) Career Lesson Plan 2) Careers for Me II Inventory (Paper) 3) Worksheet	13.3.5 C	All 4th Graders	Worksheet	CEW Artifact
4th	Be a Team Player	1) Career Lesson Plan 2) Worksheet 3) Spaghetti and Minimarshallows	13.1.5 A, B	All 4th Graders	Worksheet	CEW Artifact
5th	Be an Entrepreneur	1) Career Lesson Plan	13.4.5 A, B	All	Worksheet	CEW Artifact

		2) "I am an Entrepreneur" Worksheet 3) Shark Tank Kid Videos		5th Graders		
5th	Workplace Skills	1) Career Lesson Plan 2) Essentials for Workplace Skills Worksheet	13.2.5 E	All 5th Graders	Worksheet	CEW Artifact

Middle School Curriculum Action Plan						
Grade	Program/Lesson	Materials	ASCA/CEW Domain	Students Impacted	Evaluation/Assessment	Indicator
6	Xello: Matchmaker	Xello Chromebook	13.1.8 A,B	All 6th Graders	Completion in Portfolio in Xello	CEW Artifact
6	Xello: Decision Making	Xello Chromebook	13.3.8 C	All 6th Graders	Completion in Portfolio in Xello	CEW Artifact
7	Xello: Explore Career Matches	Xello Chromebook	13.1.8 A,B	All 7th Graders	Completion in Portfolio in Xello	CEW Artifact
7	Xello: Jobs and Employers	Xello Chromebook	13.2.8 B	All 7th Graders	Completion in Portfolio in Xello	CEW Artifact
8	Xello: Entrepreneurship Investigation	Xello Chromebook	13.4.8 A	All 8th Graders	Completion in Portfolio in Xello	CEW Artifact
8	Xello: Discover Learning Pathways	Xello Chromebook	13.1.8 B,D	All 8th Graders	Completion in Portfolio in Xello	CEW Artifact
8	Google Form/Xello: Individualized Career Plan	Google Form/Xello Chromebook	13.1.8 G	All 8th Graders	Completion in Google Form and Xello	State Requirement

High School Curriculum Action Plan

Grade	Program/Lesson	Materials	ASCA/CEW Domain	Students Impacted	Evaluation/Assessment	Indicator
9	Xello: Careers and Lifestyle Costs Exploring Career Factors Getting Experience Personality Styles Quiz Matchmaker Interest Quiz Study Skills and Habits Work Values Workplace Skills and Attitudes Course Planner	Xello Chromebook	13.3.11 13.1.11.A.B 13.2.8 13.1.12.A,B,C,E 13.2.12.B, D 13.3.12. A, B, C, D	All 9th Graders	Completion in Xello Portfolio	CEW Artifact
10	Xello: Defining Success Entrepreneurial Skills	Xello Chromebook	13.1.11 13.4.11	All 10th Graders	Completion in Xello Portfolio	CEW Artifact
11	Xello: Career Demand Choosing a College Job Interviews	Xello Chromebook	13.2.11 13.1.12.A	All 11th Graders	Completion in Xello Portfolio	CEW Artifact
12	Xello: Career Backup Plans Career Path Choices	Xello Chromebook	13.1.11	All 12th Graders	Completion in Xello Portfolio	CEW Artifact

7. Annual Program Goals

Annual Program Goals			
Level: Elementary			
S.M.A.R.T Format	Academic	Career	Socio/Emotional
Specific: What is the specific	The School Counselor will teach one	The School Counselor will teach whole	School Counselor will deliver 2nd Step

issue based on your school's data?	whole group lesson in K to 5 classrooms during the academic school year.	group lessons in K to 5 classrooms to generate pieces of evidence for the Future Ready PA Index.	whole group lessons <u>twice per month</u> per grade level from the months of October to March.
Measurable: How will we measure the effectiveness of our interventions?	Study Skills, Organization, Growth Mindset, Skills for Learning (Active Listening,),	We will measure by attendance and completion of career evidence for PA Future Ready Index.	Each counselor will complete a schedule in October with all their scheduled classroom lessons.
Attainable: What outcome will stretch us but still be attainable?	Students will demonstrate awareness of the skills taught.	96% of students will be completers in PIMS reporting for the PA Future Ready Index each year.	Students will demonstrate awareness of the skills taught.
Results: Is the goal reported in results oriented data (process, perception, and outcome)?	The results are oriented through question and answer discussions/worksheets/role play.	Goal is reported to PDE through PIMS each year.	The calendar's will be monitored by building principals throughout the months of October through March.
Timeline: When will our goal be accomplished?	Goal will be accomplished by the end of the 1st nine weeks.	Goal will be accomplished by the end of May for each academic year.	Goal will be accomplished by the end of the month of March each academic year.

Annual Program Goals

Level: Middle School

S.M.A.R.T Format	Academic	Career	Socio/Emotional
Specific: What is the specific issue based on your school's data?	Students in grades 6-8 who fail multiple classes	Students need to generate 6 artifacts of career ready evidence by the end of 8th grade.	Increased number of mental health referrals due to pandemic related anxiety and depression.
Measurable: How will we measure the effectiveness of our interventions?	Measured by a document of students names and corresponding meeting date(s).	Measured by reports of completion in Xello of career evidence artifacts for PA Future Ready Index.	Measured by SAP referrals and met goals from the SAP process.
Attainable: What outcome will stretch us but still be attainable?	School counselor/principal meets with students in grades 6-8 who are failing 3 or more classes at progress report times and at the end of the first 3 9 week grading periods.	The School Counselor and history teachers will teach whole group lessons in 6-8 grade classrooms to generate artifacts of evidence for the Future Ready PA Index. 95% of students will be completers in PIMS reporting for the PA Future Ready Index each year.	75% of referrals will obtain their SAP goal.
Results: Is the goal reported in results oriented data (process, perception, and outcome)?	Results via document of students that needed met with and % of reduction of students who failed 3 or more classes.	Goal is reported to PDE though PIMS each year in the form of % of 8th grade students who completed 6 artifacts of	The goal is reported in all three-process, perception, and outcome as reported in end of year SAP data

		evidence.	
Timeline: When will our goal be accomplished?	At the halfway point through each 9 week grading period and at the end of the first 3 9 week grading periods.	Goal will be accomplished by the end of May for each academic year.	Goal will be accomplished by the end of May for each academic year.

Annual Program Goals			
Level: High School			
S.M.A.R.T Format	Academic	Career	Socio/Emotional
Specific: What is the specific issue based on your school's data?	Students in grades 9-12 failing multiple courses.	Students will generate 8 career readiness artifacts by the end of 11th grade and implement their individual career plan.	Increased number of mental health referrals due to pandemic related anxiety and depression.
Measurable: How will we measure the effectiveness of our interventions?	Measured at course completion through a document of student names and meeting dates	Measured by reports of completion in Xello of career evidence artifacts for PA Future Ready Index.	Measured by SAP referrals and met goals from the SAP process.
Attainable: What outcome will stretch us but still be attainable?	School counselor/principal meets with students in grades 6-8 who are failing 3 or more classes at progress report times and at the end of the first 3 9 week grading periods.	The School Counselor and history and English teachers will teach whole group lessons in 9-11 grade classrooms to generate artifacts of evidence for the Future Ready PA Index. 90% of students will be completers in PIMS reporting for the PA Future Ready Index each year.	75% of referrals will obtain their SAP goal
Results: Is the goal reported in results oriented data (process, perception, and outcome)?	Results via document of students that needed met with and % of reduction of students who failed 3 or more classes.	Goal is reported to PDE through PIMS each year in the form of % of 11th grade students who completed 8 artifacts of evidence.	The goal is reported in all three-process, perception, and outcome as reported in end of year SAP data
Timeline: When will our goal be accomplished?	At the halfway point through each 9 week grading period and at the end of the first 3 9 week grading periods.	Goal will be accomplished by the end of May for each academic year.	Goal will be accomplished by the end of May for each academic year.

8. Individualized Academic and Career Plan

Section One: Career Development Intervention Chart: Tier 1 Interventions (K to 12)

Grade	CEW 13.1 Career Awareness	CEW 13.2 Career Acquisition	CEW 13.3 Career Retention	13.4 Entrepreneurship
K	“Put Your Hands Up” 13.1.3 A,B,D	“Put Your Hands Up” 13.2.3 A, E	“Put Your Hands Up” 13.3.3 A, B, C, E, G	
1	“Have GRIT, Don’t Quit” 13.1.3 A, B, D	“Have GRIT, Don’t Quit” 13.2.3 A, E	“Have GRIT, Don’t Quit” 13.3.3 A, B, C, E, G	
2	Xello: CC Spark Career Town (6 lessons) 13.1.3 A, B, D			
3	Xello Mission Interest 13.1.3 A, B, D Xello Mission School Subjects 13.1.3 H			Little Entrepreneurs 13.4.3 A, B, C
4	Be a Team Player 13.1.5 A, B Career Day 13.1.5 B& E		Interest Inventory 13.3.5 C	Stem Day 13.4.5 B
5	Career Day 13.1.5 E	Workplace Skills 13.2.5 E	Career Day 13.3.5 G	Be an Entrepreneur 13.4.5 A, B
6	Matchmaker 13.1.8 (A,B)		Decision Making 13.3.8 (C)	
7	Explore Career Matches 13.1.8 (A,B)	Jobs and Employers 13.2.8 (B)		
8	Discovering Learning Pathways 13.1.8 (B, D) Individualized Career Plan 13.1.8 (G)			Entrepreneurship Exploration 13.4.8 (A)

9	Exploring Career Factors 13.1.11		Workplace Skills and Attitudes 13.3.11	
10	Work Values 13.1.11 Career Backup Plans 13.1.11			
11	Defining Success 13.1.11		Job Interviews 13.3.11	Entrepreneurial Skills 13.4.11
12				

Section Two: Academic and Career Process

1. Demographics	Process Description
What grade will the plan and portfolio start?	-Career evidence collection starts in Kindergarten and continues throughout to graduation. -The academic plan utilizing Xello starts in the 6th grade.
Will the plan/portfolio be electronic, hard copy, or both?	-The plan and portfolio are kept in Xello, electronically, hard copy
Who will be responsible for maintaining the portfolio?	-Each student is responsible for creating their pieces of evidence. -The school counselors and Graduation Project Coordinator will be responsible for updating, monitoring and maintaining the portfolios.
What demographic information will be included in the student portfolio?	-Name -Year of Graduation (Class of ...) -PA State ID
2. Interventions, Assessments, and Decisions	Process Description by Grade based on when the plan starts. What the students can know and do at each grade level and in each strand of the Career Education and Work Standards.
Grade 6	Students will be able to select activities in which they are interested to see career matches based on their likes/dislikes and personality. Students will be able to engage in decision making/problem solving to solve a series of scenarios.
Grade 7	Students will explore their career matches and jobs, job search process, and employers that hire the careers in which they are matched.

Grade 8	Students will be able to develop an individual career plan which is a blueprint for their education entering high school and plans following graduation. Students will be able to demonstrate knowledge of entrepreneurship.
Grade 9	Students will be able to complete lessons in the 9th Grade Seminar class that explore personality style, work place skills and attitudes, values and career factors.
Grade 10	Students will be able to identify entrepreneurial qualities and define levels of career and life success. Students evaluate their college readiness through standardized testing.
Grade 11	Students will be able to evaluate post-secondary options and job outlook as part of their decision-making process. Students evaluate their college readiness through standardized testing as well as school to work opportunities.
Grade 12	Students will be able to formulate a post-graduation career plan with back-ups.

Student Development of their Plan: Interventions and decisions by students and families during each grade

6th Grade- Students decide what career-related activities/tasks that they like/dislike, which generates a list of career matches for their review. Students use problem solving skills to make decisions through a series of scenarios.

7th Grade- Students will decide which career matches they are interested in to explore through the job search process.

8th Grade- Students will compare and contrast entrepreneurship to traditional employment, learn about career pathways, and develop their individualized career plan.

9th Grade-Students are exploring courses related to their pathway and taking a semester course which includes career information.

10th Grade-Students choose their intended career pathway (college, workplace, technical) with family discussion.

11th Grade-Students are solidifying future career plans through assessments, workplace exposure and skill development.

12th Grade-Students, with family and guidance staff, are making final post-secondary plans.

3. Parents & Guardian Engagement	What strategies will be used to inform parents/guardians to engage them in the Academic/Career Plan and Portfolio process for their children?
Level of Parents & Guardians	Awareness and Engagement Strategies
Elementary Parents & Guardians	Elementary parents will be made aware of the required in school career assignments. Parents will be informed with a letter sent home from the guidance department in September of each academic year.
Middle School Parents & Guardians	Middle School parents are made aware of graduation project requirements through 6th grade orientation and the district website.
High School Parents & Guardians	Senior High School parents are made aware through Google Classroom postings, School Reach calls, and posts on the district website,

4. Faculty & Administrator Engagement	What strategy will be used to inform teachers/administrators in the process of development, maintenance and presentation of the plan and portfolio in elementary, middle and high school?
Level of Educators & Administrators	Awareness & Engagement Strategies
Elementary	The elementary counselors will inform staff about career evidence articles by email and collaborate with classroom teachers when possible.
Middle School	The Supervisor of Vocational Education and school counselors inform staff about career artifact requirements in a large group setting. Social Studies teachers of students in grades 6-8 are informed and involved in the presentation of career plan evidence to students.
High School	The Supervisor of Vocational Education and school counselors inform staff about career artifact requirements in a large group setting. English and Social Studies teachers in grades 9-12 are involved in the presentation of career plan evidence to students.

5. Plan/Portfolio Sustainability & Review	What strategies will be developed to assist students with updating and sustaining the plan/process?
How will the plan and portfolio be revisited each year while in middle school and high school?	School Counselors will visit classrooms 5-6 times per year to complete assignments for student portfolios.
What process will be used for the student to present the information on their plan at various times (i.e. Exit Interview or other events)?	No formal presentation is used at this time. Students will share the plan in small groups and with the teacher and school counselor.

SAMPLE ACADEMIC AND CAREER PLAN

https://docs.google.com/forms/d/e/1FAIpQLSdOfXeg6g5xhmGO-kAkIS_ZA5moGgeFJaOfSNlclrho4uuxSw/viewform?vc=0&c=0&w=1&flr=0

C. Stakeholder Engagement

9. Stakeholders

STUDENTS	<p>Description: The Corry Area School District Counselors will work with many in developing a K-12 comprehensive program that addresses all students.</p> <p>The students of the Corry Area School District will increase their awareness and knowledge regarding post-secondary choices as it relates to their future through the K-12 comprehensive program. They will have the opportunity to explore, seek resources, and focus on their career identity in order to help them make informed decisions in regards to their post-secondary options. A strong foundation will be built within academic, career, and personal/social development to achieve success in all areas of their lives. Representatives must serve on the community board/advisory council.</p> <p>The students will be able to assess their skills and monitor goals throughout the duration of their academic plan in order to provide feedback. Strengths and weaknesses of the program will be evaluated through student participation to improve the effectiveness and delivery to all grade levels in the district.</p>
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ELEMENTARY

“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Educate students about a comprehensive career program.	Educate students about career education resources that could be utilized.	varies	K to 5	Small Sparks, Big Dreams, Visual Displays, CC Spark, Xello, worksheets, activities, STEAM	Collecting pieces of evidences given during lessons	Lessons will be delivered by May

MIDDLE SCHOOL

“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Educate students about career and college readiness	Educate students about career education resources that could be utilized.	varies	6-8	Xello, Entrepreneurship Exploration Google Form, CTC Tours, 8th Grade Academic and Career Plan	Completion of activities and lessons in Xello and completion of Entrepreneurship Exploration Google Form	Lessons and activities completed by June

HIGH SCHOOL

“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Educate students about career and college readiness	Educate students about career education resources that could be utilized.	varies	9 - 12	Xello, College and Career Fair, CTC tours, Graduation Project, Reality Fair, College/University Field Trips, Workplace Exposure Program	Completion of activities and lessons	Lessons and activities will be completed by June

EDUCATORS

Description:

A comprehensive career program will expand staff knowledge by informing them of current and future career trends. Educators will increase their knowledge in understanding how they can impact the educational experience of their students. Educators can learn about careers within the community. Career information can be used to connect to curriculum (cross-curricular) to a variety of career exploration and opportunities. Educators can facilitate growth of students' knowledge in various ways. Representatives must serve on the community board/advisory council.

ELEMENTARY

“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Educate staff about a comprehensive career program.	Educate staff about career education resources that could be utilized in the classroom.	varies	K to 5	Create a google spreadsheet of resources sorted by grade level for staff to access.	Each grade level will have 4 resources on the spreadsheet.	Spreadsheet will be sent to staff by October of the academic year.

MIDDLE SCHOOL

“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Encourage the facilitation of career information in the	Provide classroom teachers with resources to incorporate career information into their curriculum including Career	Varies, depending on specific course	6-8	The Supervisor of Vocational Education and School Counselor will share information regarding careers via google classroom,	Printed emails or other documentation showing dissemination of information and/or	ongoing

classroom across all content areas	Street and Career Smart Classrooms			email, in-person and other resources such as CareerSmart Classrooms, Erie County Career and Pathway Alliance, Career Street, etc.	electronic access	
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HIGH SCHOOL

“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Encourage the facilitation of career information in the classroom across all content areas	Provide classroom teachers with resources to incorporate career information into their curriculum	Varies, depending on specific course	9-12	The Supervisor of Vocational Education and School Counselor will share information regarding careers via google classroom, email, in-person and other resources such as CareerSmart Classrooms, Erie County Career and Pathway Alliance, Career Street, etc.	Printed emails or other documentation showing dissemination of information and/or electronic access`	ongoing

PARENTS	<p>Description:</p> <p>Parents will benefit from a comprehensive career program by understanding how they can best help their student experience a successful educational experience. The process will start in elementary schools by sparking thoughts in the careers that interest them most. As they increase awareness of opportunities around them through research, they will be encouraged to further pursue their interests, abilities, and work values as they communicate those thoughts with their families and complete further research at the Junior / Senior High School level. Parents will begin to understand the value of future planning and will explore with their students and ask key questions to spark interest in their student. Representatives must serve on the community board/advisory council. The K-12 comprehensive program will benefit from parent involvement because they have the greatest impact on their child’s attitudes and behaviors. When parents become partners in career development and are given the tools to help their children explore and plan their career future, the impact will greatly increase when combined with the efforts of the school district.</p>
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ELEMENTARY

“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Educate our parents on the elementary components of the comprehensive district plan.	Inform parents/guardians about career resources online and in the community to help their child explore career education.	varies	K to 5	Provide a listing of career resources in the parent letter to be sent out in September of each school year.	List at least 5 online resources for parents to explore with their children.	September of each school year.
MIDDLE SCHOOL						
“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Student Data	Timeline
Make parents aware of guidance role and services, graduation project, and career pathways guide in relation to scheduling.	Inform parents of middle school guidance program, services, and career portfolio at 6th grade orientation and through video and school reach message when 8th grade students complete their 9th grade course requests	varies	6-8	6th Grade Orientation for parents and students School reach message to parents of 8th graders as scheduling window opens informing them of video on district website of scheduling process and pathways guide as it relates to scheduling of 9th grade classes.	Participation in 6th grade orientation Xello completion reports Number of parent contacts in Sapphire Completion of 9th grade schedule request	August of school year February of school year
HIGH SCHOOL						
“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Make parents aware of guidance role and services, student pathway, and post-secondary planning.	Engage parents in guidance services and students’ pathway and plan	varies	9-12	College and Career Fair Reality Fair Military Tables XELLO completion Graduation Project SAT/ACT Administration FAFSA Night	Parent and student attendance at events, xello completion reports, test administration numbers, FAFSA completion numbers	ongoing

BUSINESS & COMMUNITY	<p>Description: Businesses and the Community will benefit from a comprehensive guidance plan by connecting to future employees and citizens, enabling productive contributors in the future. The school counselors will include business and local community members in various activities that address the academic, career, and personal/social development of our students. Students will be connected with services provided by the community and work opportunities provided by businesses. Some of these connections include access to basic needs such as food and clothes, counseling, career information, and job placement opportunities.</p>					
ELEMENTARY						
"Big Idea"	Program Goal "Smart Goal"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Establish connections and involve local businesses in a career experience with our students.	Participation of at least 2 local businesses in our Career Day at CAIS.	varies	4th 5th	Students will listen to local businesses talk about careers at our annual Career Day at CAIS.	Keep record of all presenters for the Career Day each year.	May of each school year.
MIDDLE SCHOOL						
"Big Idea"	Program Goal "Smart Goal"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Establish connections and involve local businesses in a career experience with our students.	Participation in Manufacturing Day	13.1.8	8th	Students will travel to Manufacturing Day to explore careers in manufacturing in the area.	Keep a record of student attendance at the event	October of each school year
HIGH SCHOOL						
"Big Idea"	Program Goal "Smart Goal"	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Establish connections and	Participate in Reality Fair and Business Week, which relies	13.4.11 13.2.11	11th 12th	Completion of Reality Fair Simulation	Budget Sheet completion Reflection and Survey	November-Business Week

involve local businesses in a career experience with our students.	on business/community involvement	13.3.11		Completion of ACES Business Week Simulation	completion	April-Reality Fair
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POSTSECONDARY	Description: Post-Secondary will benefit from a comprehensive guidance plan as students will be academically and socially/emotionally prepared for education after high school with a career goal. We will work with our partners in providing post-secondary information to our students that allow them to pursue their career. At the high school level, counselors will ensure that students have met the admission requirements to pursue post-secondary education.					
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ELEMENTARY						
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“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Create awareness of post-secondary options.	Students will learn about a post-secondary option through a career experience.	13.1.5 D	4th 5th	Students will explore a post-secondary option during the CAIS annual Career Day.	Career Day Reflection Sheet students completed will be collected and recorded on the ESSA data sheet.	May of each school year

MIDDLE SCHOOL						
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“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline
Create awareness of post-secondary options.	Students will learn the requirements and possible necessity for post-secondary education as it relates to their career options/interests	13.1.8 13.2.8	7th	Students will complete 2 activities in Xello related to postsecondary exploration	Completed assignments in Xello	October

HIGH SCHOOL						
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“Big Idea”	Program Goal “Smart Goal”	CEW Standard	Grade Level	Activities Interventions	Data	Timeline

Students will interact with post-secondary providers	Students will participate in a college and career fair	13.1.11	10th 11th 12th	College and Career fair hosted by the high school allows students to speak directly to post-secondary representatives	Completed assignments in Xello/Graduation Project	September
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10. K to 12 Advisory Council

Meeting Dates: September 28, 2021 and April 12, 2022

Stakeholder	Name	Title & Organization
Student		
	Erica Fisher	Corry Area High School Freshman
	Mackenzie Spence	Corry Area High School Sophomore
Parent & Guardian		
	Laura Fisher	Parent-Corry Area High School
	Katie Goodwill	Parent-Corry Area Primary School
	Erin Brown	Corry Area School District Parents-Corry Area Middle School
	Bill West	Supervisor of Secondary Education / Corry School District / Corry Parent
	Keith Anthony	Elementary School Counselor / Corry School District / Corry Parent
	Christen Terrill	Corry Area Middle School and Intermediate School Parent
	Mike Daniels	Corry Area School District Co-Op Coordinator/High School Parent
Educator & Administrator		
	Sheri Yetzer	Superintendent/Corry Area School District/ Corry Parent

	Dan Daum	Supervisor of Elementary Education/Homeless Liaison/Corry School District
	Sue Bogert	Supervisor of Vocational Education / Corry School District
	Danielle Audet	Secondary High School Counselor / Corry School District
	Michael McGinnity	Middle School Counselor / Corry School District
	Holly Trauner	Elementary School Counselor / Corry School District
	Stacy Hirschmann	Elementary School Counselor / Corry School District
	Sherry Beckwith	Mental Health Counselor/Corry School District
	Jen Dow	Secondary School Counselor/Corry School District
Business & Community		
	Dr. Doris Gernovich	Corry School Board President/ Corry School Board
	Tara Streneva	CEO-Corry Jamestown Federal Credit Union
	Jennifer Gourley	Controller-Corry Rubber Corporation
	Shana Bailey	Marketing Coordinator-Viking Plastics
	Amy Allen	Corry School Board Member/Corry Middle School Parent
	Kelly Soety	CFO-Corry Federal Credit Union
	Jennifer Malone	Director-Corry Counseling Center
Postsecondary		
	Julie Lapiska	Admissions Representative-Gannon University
	Danielle Fickenworth	Student Success Specialist-Northern PA Regional College

D. Career Pathway Awareness and Development

11. Career and Postsecondary Resources

Career and Postsecondary Resources		
Career Clusters or Pathways		CEW Strands
Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology, & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science	Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections, & Security Manufacturing Marketing Science, Technology, Engineering, Math Transportation, Distribution, & Logistics	13.1 Career Awareness & Planning 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship
Erie County Career Pathways Alliance (ECCPA) <ul style="list-style-type: none"> ● Arts and Communications (AC) Pathway ● Business, Finance, and Information Technology (BFIT) Pathway ● Engineering and Industrial Technology (EIT) Pathway ● Human Services (HS) Pathway ● Science and Health (SH) Pathway ● Career and Technical Education Option 		13.1 Career Awareness & Planning 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship
Organizations & Agencies		
Resources	CEW Strand(s)	Career Cluster or District Pathway
Intermediary Organizations: Connecting, Collaborating, Convening Organizations		
Articulation Agreements with multiple post-secondary institutions	13.1 and 13.2	Education and Training All Pathways
Pennsylvania School Counselor Association	13.1	Education and Training
American School Counselor Association	13.1	Education and Training
NW PA School Counselor Association	13.1	Education and Training
Corry Federal Credit Union	13.3 and 13.4	Business Management and Administration Business, Finance, and Information Technology
Umbrella Organizations: Organizations that represent a large group of business organizations with a common mission		

Intermediate Unit # 5	13.1	Education and Training
Erie County Pathways Career Alliance (ECCPA)	13.1, 13.2,13.3,13.4	All Pathways
Career Street	13.1, 13.2, 13.3, 13.4	All Pathways
AmeriCorps	13.1	Human Services
United Way	13.1	Human Services
Corry Rotary Club	13.1, 13.3	All Pathways
GECAC-Summer JAM Program	13.1, 13.2, 13.3	All Pathways
ACES (Business Week)	13.4	Business Management and Administration Business, Finance, and Information Technology
PAJOBConnect (NWPA WIB)	13.1, 13.2, 13.3, 13.4	All Pathways
CareerLink	13.1, 13.2, 13.3, 13.4	All Pathways
Impact Corry	13.1, 13.2, 13.3, 13.4	All Pathways
Community & State Organizations: Agencies representing community and state initiatives, service to communities		
Boy Scouts -Exploring Program	13.1	Agriculture, Food, & Natural Resources Education and Training
Crime Victims Center	13.1	Human Service Education and Training Health Science Law, Public Safety, Corrections & Security
Tom Ridge Environmental Center	13.1	Science, Technology, Engineering, and Math Education & Training
Corry Historical Society	13.1	Education & Training
PA State Police	13.1	Law, Public Safety, Corrections & Security Government and Public Administration
Corry Elk's Club	13.1, 13.4	Career and Technical Pathway Option

Barber National Institute	13.1	Human Service
City of Corry	13.1	Law, Public Safety, Corrections & Security Government and Public Administration
Corry Memorial Hospital/LECOM	13.1	Health Science
Individual Contacts: Contacts acquired through networking and interaction.		
Chuck Gray-Impact Corry	13.1, 13.2, 13.3, 13.4	All Pathways
Mary Bula-Erie Together	13.1, 13.2, 13.3, 13.4	All Pathways
Jennifer Pontzer-Career Street	13.1, 13.2, 13.3, 13.4	All Pathways
Hans Meeder-CareerSmart Classrooms	13.1, 13.2, 13.3, 13.4	All Pathways
Community & Business Meetings: Meetings, which bring cross/community members together to promote growth to further a cause.		
Occupational Advisory Committee Meetings	13.1, 13.2, 13.3, 13.4	All 8 CTE programs-Career and Technical Education Option
Corry Higher Education Council	13.1, 13.2, 13.3, 13.4	All Pathways
Perkin's CLNA, Perkin's Stakeholder Committee, and Local Planning Committee	13.1, 13.2, 13.3, 13.4	All 8 CTE programs-Career and Technical Education Option
K-12 Guidance Advisory Committee	13.1, 13.2, 13.3, 13.4	All Pathways
Community Events: Conferences, Workshops, Grand Openings		
Corry Higher Education Council-21st Century Girls Program	13.1, 13.2, 13.3, 13.4	Business, Finance, and Information Technology Engineering and Industrial Technology Science and Health Career and Technical Education Option
SEPAC (CASD workshops for parents/community-Special Education)	13.1, 13.2, 13.3, 13.4	All Pathways
Manufacturer & Business Association-Manufacturing Day	13.1, 13.2, 13.3, 13.4	All Pathways
Erie County Job Fair through ECCPA/Career Street	13.1, 13.2, 13.3, 13.4	All Pathways

Internet Based Links: Websites educating others and promoting career development and related topics		
Top 50 Erie County Employers http://bit.ly/Top50Emp	13.1, 13.2, 13.3, 13.4	All Pathways
NWPA JobConnect https://www.nwpajobconnect.org/resources/high-priority-occupations-hpo	13.1, 13.2, 13.3, 13.4	All Pathways
PA In-Demand Job List https://www.workstats.dli.pa.gov/Documents/PA%20IDOL/PA%20IDOL%202019.pdf	13.1, 13.2, 13.3, 13.4	All Pathways
US World of Work https://usworkworld.com/	13.1, 13.2, 13.3, 13.4	All Pathways
Xello http://go.xello.world/	13.1, 13.2, 13.3, 13.4	All Pathways
Career Street https://www.careerstreeterie.org/	13.1, 13.2, 13.3, 13.4	All Pathways Education Option
Erie County Data Center https://www.chooseerie.com/data-resources	13.1, 13.2, 13.3, 13.4	All Pathways
Find Something New https://findsomethingnew.org/	13.1, 13.2, 13.3, 13.4	All Pathways
WQED In-Demand https://www.wqed.org/futurejobs	13.1, 13.2, 13.3, 13.4	All Pathways
ASVAB www.asvabprogram.com	13.1, 13.2, 13.3, 13.4	All Pathways
O*Net www.onetonline.org	13.1, 13.2, 13.3, 13.4	All Pathways
Career Link https://www.pacareerlink.pa.gov/jponline/	13.1, 13.2, 13.3, 13.4	All Pathways
Media & Advertising: Various marketing methods that provide contacts, career awareness, ideas and workforce information		
Corry Journal (local newspaper)	13.1, 13.2, 13.3, 13.4	All Pathways
WWCB (local radio station)	13.1, 13.2, 13.3, 13.4	All Pathways
Erie Times News (regional newspaper)	13.1, 13.2, 13.3, 13.4	All Pathways
Publication & Documents: Hard copy materials that offer contacts and career/workforce information		
Overall CTE brochure and individual program brochures	13.1	Career and Technical Education Option
BCTE and ACTE Articles	13.1, 13.2, 13.3, 13.4	Career and Technical Education Option

Postsecondary Options: Colleges, Apprenticeships, Military, Vocational Training		
SOAR and Local Articulation Agreements	13.1, 13.2, 13.3	Business, Finance, and Information Technology Engineering and Industrial Technology Human Services Science and Health Career and Technical Education Option
Military Recruiters	13.1, 13.2, 13.3, 13.4	Business, Finance, and Information Technology Engineering and Industrial Technology Human Services Science and Health Career and Technical Education Option
College and Technical School Contacts	13.1, 13.2, 13.3, 13.4	Business, Finance, and Information Technology Engineering and Industrial Technology Human Services Science and Health Career and Technical Education Option
Hiram G. Andrews Center	13.1, 13.2, 13.3, 13.4	Human Services Science and Health

12. Career and Technology Center Strategies

Grade	Intervention/ Program/Events	Stakeholder Delivering	Data Used Success Indicator	Begin & End	Location	Contact Person
Student Awareness						
5	CTE Tours	CAIS Counselor and Supervisor of Vocational Education	Student Assignment-Reflection	May	Corry Area High School-CTE	Sue Bogert
6	CTE Tours	MHS Counselor and Supervisor of Vocational Education	Student Assignment-Reflection	May	Corry Area High School-CTE	Sue Bogert

9	CTE Tours	9th Grade Seminar Teacher and Supervisor of Vocational Education	Recruitment Numbers	End of quarter or semester	Corry Area High School-CTE	Adam Brewer or Sue Bogert
9	Introductory Courses	CTE Teachers	Grading system/recruitment numbers	1st and 2nd quarters	Corry Area High School-CTE	Sue Bogert
10-12	Presentation of CTE Awards including End of Program Certificates	Supervisor of Vocational Education	Recruitment numbers	May	Corry Area High School	Sue Bogert
6-8	Classroom presentations about CTE options	Supervisor of Vocational Education	Recruitment numbers	varies	Corry Area High School	Sue Bogert
9	CTE Students (including non-trad) presenting at 9th grade scheduling session	Supervisor of Vocational Education	Recruitment numbers	February	Corry Area High School	Sue Bogert
10-12	World of Work 21st Century Skills curriculum	CTE Teachers	Successful work or post-secondary placement related to CTE program	Quarterly Lessons	Corry Area High School	Sue Bogert
Parent Awareness						
9	Presentation at 9th Grade Orientation	Supervisor of Vocational Education	Event Survey	August	Corry Area High School	Sue Bogert
K-12	District Website	Supervisor of Vocational Education	Number of website visits-Student Enrollment	on-going	Corry Area High School-Technical Center Page	Sue Bogert
K-12	District Calendar-CTE Events embedded in K-12 District-Wide Calendar	Supervisor of Vocational Education	NA	on-going	Corry Area School District	Sue Bogert
K-12	Monthly Recognition of CTE student in partnership with local Elk's Club	NTHS Advisor	NA	monthly	Corry Area School District	Jana Sampsell

K-12	Various CTE promotional articles in the Corry Journal (local newspaper) including SkillsUSA and NTHS	Supervisor of Vocational Education and CTE Teachers/SkillsUSA and NTHS Advisors	Recruitment Numbers	on-going	Corry Area School District	Sue Bogert and CTE Teachers
Educator Awareness						
6-12	Facts and Articles shared weekly during CTE Month	Supervisor of Vocational Education	Teacher	February	Corry Area High School	Sue Bogert
6-12	Sharing of End of Program testing results with 6-12 Staff	Supervisor of Vocational Education/Director of Secondary Education		August In-Service	Corry Area High School	Sue Bogert or Bill West

Appendix A: Job Descriptions

Corry Area School District Elementary (PreK – 5) School Counselor Job Description

Position:	Elementary (PreK – 5) School Counselor
Department:	Guidance
Reports to:	Supervisor of Vocational Education Building Principal
Supervises:	N/A

General Description: The Elementary School Counselor will provide assistance to the Supervisor of Vocational Education, Director of Special Education, elementary principals, teachers, and other professional personnel in matters of school adjustment and performance as assigned. In addition, the Elementary School Counselor shares the general responsibility of encouraging each student to become as educationally competent as he/she is capable. The counselor also encourages the development of a healthy respect in each student for him/herself and of others. While the student is becoming as educationally competent as he/she is capable the school counselor will advise the student on post-secondary careers. The counselor will advocate for students in meeting academic, career and personal/social goals as determined by ASCA and PDE standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Assist in academic and behavioral screening as needed.
- Accompany teachers in parent/teacher conferences as requested.
- Assist in referral process to outside agencies.
- Provide group counseling sessions for school and social adjustment.
- Assist in group and individual testing as assigned.
- Provide career education activities in coordination with and in alignment with the Career Education and Work Standards.
- Assist in coordination of 6th grade orientation program with the Middle School Counselor.
- Assist as assigned in kindergarten registration.
- Observe individual students at the request of principals, teacher or supervisor.
- Oversee the ESAP/Child Study process.
- Provide individual counseling services.
- Provide support for ES and LS classrooms. Ex: Behavior Plan
- Provide classroom instruction as assigned by supervisor in areas of Social-Emotional learning, appropriate behavior, coping mechanisms, and applicable school wide behavior plan.
- In conjunction with Title I staff, assist with the organization and delivery of Family Involvement Nights and other parent programs as assigned.
- Establish and maintain contact with social agencies.
- Serve as parent resource and liaison between the school and local community.
- Organize and schedule outside resources to meet ASCA standards.
- Work closely with the building level Data Team in analyzing student performance-based assessment data.
- Curriculum and lesson classroom delivery addressing Personal/Social, Academic and Career and work standards.

- Attend IEP meetings.
- AM duty as assigned.
- State ESAP reporting.
- Participate in and present at K-12 Guidance Advisory Council meetings.
- Tracking of ESSA articles of evidence.
- Other assignments for which the elementary counselor is certified as directed.

SUPERVISORY RESPONSIBILITIES

- There are no employee supervisory duties associated with this job.

OTHER DUTIES AND RESPONSIBILITIES

- Comply with all safety policies, practices and procedures. Report all unsafe activities to supervisor and/or Human Resources.
- Participate in proactive team efforts to achieve District, building, departmental and / or grade level goals.
- Provide leadership to others through example and sharing of knowledge/skill.
- Perform other duties as assigned.

EDUCATION AND EXPERIENCE

- The elementary guidance counselor must possess a Master's Degree and verification that they have completed an approved Pennsylvania Department of Education (PDE) college/university school counselor preparation / certification program.
- 5 years classroom teaching experience at the Pre K or elementary level preferred but not required.

LANGUAGE SKILLS

- Ability to: read, analyzes, and interprets common scientific and technical journals, financial reports, and legal documents.
- Ability to: respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community.
- Ability to: write speeches and articles for publication that conform to prescribed style and format.
- Ability to: effectively present information to top management, public groups, and/or boards of directors.

MATHEMATICAL SKILLS

- Ability to: work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Ability to: apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY

- Ability to: define problems collects data, establishes facts, and draw valid conclusions.
- Ability to: interpret an extensive variety of technical instructions in mathematical or diagram form, and deal with several abstract and concrete variables.

COMPUTER OPERATIONS

- Proficient personal computer skills including: electronic mail, record-keeping, routine database activity, word processing, spreadsheet, graphics, etc.

CERTIFICATES, LICENSES, REGISTRATIONS

- As outlined in the Pennsylvania Department of Education's (PDE) Certification and Staffing Policy Guidelines, the elementary school counselor must possess a valid Commonwealth of Pennsylvania Teaching Certificate for the area to which they are assigned.
- PA certificate for Elementary School Counselor required.

PHYSICAL ENVIRONMENTAL DEMANDS

- Walk – Over 2/3
- Sit – Under 1/3
- Hands – Over 2/3
- Stoop, kneel, crouch or crawl – 1/3 to 2/3
- Talk or hear – Over 2/3

WORKING CONDITIONS

- Well-lighted, heated: and/or air-conditioned indoor office setting with adequate ventilation.
- Weight to be lifted
 - Up to 10 pounds - 1/3 to 2/3
 - Up to 25 pounds- Under 1/3
 - Up to 50 pounds- Under 1/3

PHYSICAL ACTIVITY LEVEL

- Light physical activity: performing non-strenuous daily activities of an administrative nature.

MANUAL DEXTERITY

- Manual dexterity: sufficient to reach/handle items, work with the fingers, and perceive attributes of objects and materials.

WORK SCHEDULE/HOURS

- As outlined under the current Corry Education Association and Corry Area School District Collective Bargaining Agreement.

VISION REQUIREMENTS

- No special vision requirements.

WORK ENVIRONMENT

- Moderate noise (examples: business office with computers and printers, light traffic).

TRAVEL

- Minimal overnight travel: (up to 10%) by land and/or air.
- May be required to travel to schools within the district.

Competencies

Analytical

Synthesizes complex or diverse information;
Collects and researches data;
Uses intuition and experience to complement data;
Designs work flows and procedures.

Problem Solving

Identifies and resolves problems in a timely manner;
Gathers and analyzes information skillfully;
Develops alternative solutions;
Works well in group problem solving situations;
Uses reason even when dealing with emotional topics.

Service to Parents/Guardians/Community Members

Manages difficult or emotional situations;
Responds promptly to needs;
Solicits feedback to improve service;
Responds to requests for service and assistance;
Meets commitments.

Interpersonal Skills

Focuses on solving conflict, not blaming;
Maintains confidentiality;
Listens to others without interrupting;
Keeps emotions under control;
Remains open to others' ideas and tries new things.

Oral Communication

Speaks clearly and persuasively in positive or negative situations;
Listens and gets clarification;
Responds well to questions;
Demonstrates group presentation skills;
Participates in meetings

Written Communication

Writes clearly and informatively;
Edits work for spelling and grammar;
Varies writing style to meet needs;
Presents numerical data effectively;

Able to read and interpret written information.

Teamwork

Balances team and individual responsibilities
Exhibits objectivity and openness to other's view
Gives and welcomes feedback
Contributes to building a positive team spirit
Puts success of team above own interests
Able to build morale and group commitments to goals and objectivities
Supports everyone's effort to succeed.

Leadership

Exhibits confidence in self and others;
Inspires and motivates others to perform well;
Effectively influences actions and opinions of others;
Accepts feedback from others;
Gives appropriate recognition to others.

Cost Consciousness

Works within approved budget;
Develops and implements cost saving measures;
Conserves organizational resources

Diversity

Demonstrates knowledge of EEO policy
Shows respect and sensitivity for cultural differences
Follow through on commitments

Ethics

Treats people with respect;
Keeps commitments;
Inspires the trust of others;
Works with integrity and ethically;
Upholds organizational values

Organizational Support

Follows policies and procedures;
Completes administrative tasks correctly and on time;
Supports organization's goals and values;
Benefits organization through outside activities;
Supports affirmative action and respects diversity.

Judgment

Displays willingness to make decisions;
Exhibits sound and accurate judgment;
Supports and explains reasoning for decisions;
Includes appropriate people in decision-making process;
Make timely decisions.

Motivation

Sets and achieves challenging goals;
Demonstrates persistence and overcomes obstacles;
Measures self against standard of excellence.

Planning/Organizing

Prioritizes and plans work activities;
Uses time efficiently;
Plans for additional resources;
Sets goals and objectives;
Organizes or schedules other people and their tasks;
Develops realistic action plans.

Professionalism

Approaches others in a tactful manner;
Reacts well under pressure;
Treats others with respect and consideration regardless of their status or position;
Accepts responsibility for own actions;
Follow through on commitments.

Quality

Demonstrates accuracy and thoroughness;
Looks for ways to improve and promote quality;
Applies feedback to improve performance;
Monitors own work to ensure quality.

Safety and Security

Observes safety and security procedures;
Determines appropriate action beyond guidelines;
Reports potentially unsafe conditions;
Uses equipment and materials properly.

Adaptability

Adapts to changes in the work environment;
Manages competing demands;
Changes approach or method to best fit the situation;
Able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality

Is consistently at work and on time;
Ensures work responsibilities are covered when absent;
Arrives at meetings and appointments on time.

Dependability

Follows instructions, responds to management direction;
Takes responsibility for own actions;
Keeps commitments;
Completes tasks on time or notifies the appropriate person with an alternate plan.

Initiative

Volunteers readily;
Undertakes self-development activities;
Seeks increased responsibilities;
Looks for and takes advantage of opportunities;
Asks for and offers help when needed.

Innovation

Displays original thinking and creativity;
Meets challenges with resourcefulness;
Generates suggestions for improving work;
Develops innovative approaches and ideas;
Presents ideas and information in a manner that gets others' attention.

**Corry Area School District
Secondary (Grades 6 through 12) School Counselor Job Description**

Position: Secondary School Counselor (Grades 6 through 12)
Department: Guidance
Reports to: Supervisor of Vocational Education
Building Principal
Supervises: N/A

General Description: The Secondary School Counselor will collaborate with the Supervisor of Vocational Education, Supervisor of Special Education, secondary principals, teachers, and other professional personnel in matters of school adjustment and performance as assigned. In addition, the Secondary School Counselor shares the general responsibility of encouraging each student to become as educationally competent as he/she is capable. The counselor also encourages the development of a healthy respect in each student for him/herself and of others. While the student is becoming as educationally competent as he/she is capable the school counselor will advise the student on post-secondary careers. The counselor will advocate for students in meeting academic, career and personal/social goals as determined by ASCA and PDE standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Develop, assist and conduct transition programs including mentor and student led initiatives.
- Establish and maintain accurate records for secondary students.
- Interpret academic records to students, parents and school staff.
- Counsel with students to enhance and promote appropriate personal, social, academic and career development through group and individual counseling.
- Coordinate the provision of outside service agencies as deemed necessary.
- Collaborate and coordinate with administrators, teachers and case managers in developing IEP's.
- Develop partnerships with students, administrators, teachers, parents and community members.
- Provide educational and career information and guide students in making educational and career decisions.
- Provide all services consistent with Chapters 12, 14, 15 & 16 of State Board Regulations.
- Participate as a member and case manager of the SAP team.
- Work collaboratively with the building administrators in developing a master schedule and student schedules.
- Be an active and participating member of building level teams and committees including Perkins Planning, SWPBIS, Steering, K-12 Guidance, Parent Advisory and Crisis.
- Write and coordinate compliance with 504 plans.
- Assist in the administration of and provide the interpretation of standardized assessments including, but not limited to the following: PSSA, PSAT, NOCTI, AP, Pre-ACT, ACT, PLAN, SAT, ASVAB and Keystone exams.
- Coordinate all activities related to post-secondary planning such as but not limited to Financial Aid Night, College and Career Fair, College/Military Visits, Guest Speakers, and Field Trips as needed.
- Participate in Professional Development to support the role of the school Counselor as defined by ASCA and PSCA standards.
- Provide classroom instruction in areas of personal, social and academic career related topics as needed.
- Maintain ASCA Ethical standards.
- Respond to crisis situations as part of the MHS team.
- Tracking of articles of Evidence for PA Career Ready Indicators
- Other duties as assigned by administrators.

SUPERVISORY RESPONSIBILITIES

- There are no employee supervisory duties associated with this job.

OTHER DUTIES AND RESPONSIBILITIES

- Comply with all safety policies, practices and procedures. Report all unsafe activities to supervisor and/or Human Resources.
- Participate in proactive team efforts to achieve District, building, departmental and / or grades level goals.
- Provide leadership to others through example and sharing of knowledge/skill.
- Perform other duties as assigned.

EDUCATION AND EXPERIENCE

- The Secondary school counselor must possess a Master's Degree and verification that they have completed an approved Pennsylvania Department of Education (PDE) college/university school counselor preparation / certification program.
- 5 years classroom teaching experience at the secondary level preferred but not required.

LANGUAGE SKILLS

- Ability to: read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents.
- Ability to: respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community.
- Ability to: write speeches and articles for publication that conform to prescribed style and format.
- Ability to: effectively present information to top management, public groups, and/or boards of directors.

MATHEMATICAL SKILLS

- Ability to: work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Ability to: apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY

- Ability to: define problems, collect data, establish facts, and draw valid conclusions.
- Ability to: interpret an extensive variety of technical instructions in mathematical or diagram form, and deal with several abstract and concrete variables.

COMPUTER OPERATIONS

- Proficient personal computer skills including: electronic mail, record-keeping, routine database activity, word processing, spreadsheet, graphics, etc.

CERTIFICATES, LICENSES, REGISTRATIONS

- As outlined in the Pennsylvania Department of Education's (PDE) Certification and Staffing Policy Guidelines, the Secondary school counselor must possess a valid Commonwealth of Pennsylvania Teaching Certificate for the area to which they are assigned.
- PA Certification as a Secondary School Counselor required.

PHYSICAL ENVIRONMENTAL DEMANDS

- Walk – Under 1/3
- Sit – Over 2/3
- Use hands to finger, handle or feel – Over 2/3
- Stoop, kneel, crouch or crawl – 1/3 to 2/3
- Talk or hear – Over 2/3

WORKING CONDITIONS

- Well-lighted, heated: and/or air-conditioned indoor office setting with adequate ventilation.

- Weight to be lifted
 - Up to 10 pounds - 1/3 to 2/3
 - Up to 25 pounds- Under 1/3
 - Up to 50 pounds- Under 1/3

PHYSICAL ACTIVITY LEVEL

- Light physical activity: performing non-strenuous daily activities of an administrative nature

MANUAL DEXTERITY

- Manual dexterity: sufficient to reach/handle items, work with the fingers, and perceive attributes of objects and materials.

WORK SCHEDULE/HOURS

- As outlined under the current Corry Education Association and Corry Area School District Collective Bargaining Agreement.

VISION REQUIREMENTS

- No special vision requirements.

WORK ENVIRONMENT

- Moderate noise (examples: business office with computers and printers, light traffic).

TRAVEL

- Minimal overnight travel: (up to 10%) by land and/or air.
- May be required to travel to schools within the district.

Competencies

Analytical

Synthesizes complex or diverse information;
Collects and researches data;
Uses intuition and experience to complement data;
Designs workflows and procedures.

Problem Solving

Identifies and resolves problems in a timely manner;
Gathers and analyzes information skillfully;
Develops alternative solutions;
Works well in group problem solving situations;

Uses reason even when dealing with emotional topics.

Service to Parents/Guardians/Community Members

Manages difficult or emotional situations;
Responds promptly to needs;
Solicits feedback to improve service;
Responds to requests for service and assistance;
Meets commitments.

Interpersonal Skills

Focuses on solving conflict, not blaming;
Maintains confidentiality;
Listens to others without interrupting;
Keeps emotions under control;
Remains open to others' ideas and tries new things.

Oral Communication

Speaks clearly and persuasively in positive or negative situations;
Listens and gets clarification;
Responds well to questions;
Demonstrates group presentation skills;
Participates in meetings

Written Communication

Writes clearly and informatively;
Edits work for spelling and grammar;
Varies writing style to meet needs;
Presents numerical data effectively;
Able to read and interpret written information.

Teamwork

Balances team and individual responsibilities
Exhibits objectivity and openness to others view
Gives and welcomes feedback
Contributes to building a positive team spirit
Puts success of team above own interests
Able to build morale and group commitments to goals and objectives
Supports everyone's effort to succeed

Leadership

Exhibits confidence in self and others;
Inspires and motivates others to perform well;
Effectively influences actions and opinions of others;
Accepts feedback from others;

Gives appropriate recognition to others.

Cost Consciousness

Works within approved budget;
Develops and implements cost saving measures;
Conserves organizational resources

Diversity

Demonstrates knowledge of EEO policy
Shows respect and sensitivity for cultural differences
Follow through on commitments

Ethics

Treats people with respect;
Keeps commitments;
Inspires the trust of others;
Works with integrity and ethically;
Upholds organizational values

Organizational Support

Follows policies and procedures;
Completes administrative tasks correctly and on time;
Supports organization's goals and values;
Benefits organization through outside activities;
Supports affirmative action and respects diversity.

Judgment

Displays willingness to make decisions;
Exhibits sound and accurate judgment;
Supports and explains reasoning for decisions;
Includes appropriate people in decision-making process;
Makes timely decisions

Motivation

Sets and achieves challenging goals;
Demonstrates persistence and overcomes obstacles;
Measures self against standard of excellence;

Planning/Organizing

Prioritizes and plans work activities;
Uses time efficiently;
Plans for additional resources;
Sets goals and objectives;
Organizes or schedules other people and their tasks;
Develops realistic action plans.

Professionalism

Approaches others in a tactful manner;
Reacts well under pressure;
Treats others with respect and consideration regardless of their status or position;
Accepts responsibility for own actions;
Follows through on commitments

Quality

Demonstrates accuracy and thoroughness;
Looks for ways to improve and promote quality;
Applies feedback to improve performance;
Monitors own work to ensure quality.

Safety and Security

Observes safety and security procedures;
Determines appropriate action beyond guidelines;
Reports potentially unsafe conditions;
Uses equipment and materials properly

Adaptability

Adapts to changes in the work environment;
Manages competing demands;
Changes approach or method to best fit the situation;
Able to deal with frequent change, delays, or unexpected events

Attendance/Punctuality

Is consistently at work and on time.

Corry Area School District

Elementary (Title I) School Counselor Job Description

Position: Elementary (Title I) School Counselor

Department: Guidance

Reports to: Director of Federal Programs

Supervisor of Vocational Education

Building Principals

Supervises: N/A

General Description: The Elementary Title I School Counselor will provide supplemental services to the Director of Federal Programs, Supervisor of Vocational Education, Director of Special Education, elementary principals, teachers, and other professional personnel as well as district elementary counseling programs in matters of school adjustment and performance issues of TITLE I students. The counselor will advocate for students in meeting academic, career and personal/social goals as determined by ASCA and PDE standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Conduct needs assessments as appropriate for Title I students.
- Assist in academic and behavioral screenings as needed.
- Address identification needs of Title I students through direct and indirect intervention strategies.
- Coordinate monitoring and instructional procedures/materials to meet the needs of Title I students through communication with classroom teacher and Title I staff.
- Accompany teachers in parent/teacher conferences of Title I students as requested.
- Assist district supervisor in pre-screening referrals of at-risk students who are Title I eligible.
- Provide group counseling for Title I students.
- Assist in group and individual testing as assigned.
- Observe individual Title I students at the request of counselor, principal, or supervisor.
- Develop communications and meet with Title I parents to provide information and support for the family concerning specific Title I issues and concerns (i.e., newsletter, study tips, homework suggestions, parent conferences, telephone calls).
- Provide support for Title I students during in-class presentations by district counselor.
- Provide crisis counseling in coordination with district counselors to address needs of Title I students and families.
- Assist in assigned Kindergarten registration.
- Assist in planning Family Involvement Nights.
- Tracking of ESSA articles of evidence.
- Other assignments for which the Title I Counselor is certified and directed.

SUPERVISORY RESPONSIBILITIES

- There are no employee supervisory duties associated with this job.

OTHER DUTIES AND RESPONSIBILITIES

- Good knowledge of content, curriculum, methods, materials, and equipment of grade level(s) or instructional specialty(ies) to which assigned; good knowledge of child growth and development.
- Good knowledge of schools' program of studies related to assignments and school mission, goals, and organization.
- Ability to apply knowledge of current research and theory to instructional programs.
- Plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned.
- Utilize multimedia and computer technology as appropriate.
- Ability to establish and maintain effective relationships with students, peers, and parents.
- Skill in oral and written communication required; also excellent human relations skills.
- Ability to develop and maintain required records and reports.

- Comply with all safety policies, practices and procedures. Report all unsafe activities to supervisor and/or Human Resources.
- Participate in proactive team efforts to achieve District, building, departmental and / or grades level goals.
- Provide leadership to others through example and sharing of knowledge/skill.
- Perform other duties as assigned.

EDUCATION AND EXPERIENCE

- PA certificate for Elementary School Counselor required.

LANGUAGE SKILLS

- Ability to: read, analyzes, and interprets common scientific and technical journals, financial reports, and legal documents.
- Ability to: respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community.
- Ability to: write speeches and articles for publication that conform to prescribed style and format.
- Ability to: effectively present information to top management, public groups, and/or boards of directors.

MATHEMATICAL SKILLS

- Ability to: work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Ability to: apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY

- Ability to: define problems, collect data, establish facts, and draw valid conclusions.
- Ability to: be persuasive, alert, creative, and have patience, initiative, and reasoning.
- Ability to: interpret an extensive variety of technical instructions in mathematical or diagram form, and deal with several abstract and concrete variables.

COMPUTER OPERATIONS

- Proficient personal computer skills including: electronic mail, record-keeping, routine database activity, word processing, spreadsheet, graphics, etc.

CERTIFICATES, LICENSES, REGISTRATIONS

- PA certificate for Elementary School Counselor required.

PHYSICAL ENVIRONMENTAL DEMANDS

- Walk – Over 2/3 without fatigue or discomfort.
- Sit – Under 1/3 without fatigue or discomfort.

- Use hands to finger, handle or feel – Over 2/3
- Stoop, kneel, crouch or crawl – 1/3 to 2/3
- Talk or hear – Over 2/3

WORKING CONDITIONS

- Well-lighted, heated: and/or air-conditioned indoor setting with adequate ventilation.
- Weight to be lifted
 - Up to 10 pounds - 1/3 to 2/3
 - Up to 25 pounds- Under 1/3
 - Up to 50 pounds- Under 1/3

PHYSICAL ACTIVITY LEVEL

- Light to Medium physical activity: Ability to move about in room to monitor students and check work in classrooms with a variety of seating and desk organization.

MANUAL DEXTERITY

- Manual dexterity: sufficient to reach/handle items, work with the fingers, and perceive attributes of objects and materials.

WORK SCHEDULE/HOURS

- As outlined under the current Corry Education Association and Corry Area School District Collective Bargaining Agreement.

VISION REQUIREMENTS

- No special vision requirements

WORK ENVIRONMENT

- Moderate noise (examples: business office with computers and printers, light traffic).
- Must be able to concentrate with numerous interruptions.

TRAVEL

- Minimal overnight travel: (up to 10%) by land and/or air.
- May be required to travel to schools within the district.

Competencies

Analytical

Synthesizes complex or diverse information;

Collects and researches data;
Uses intuition and experience to complement data;
Designs work flows and procedures.

Problem Solving

Identifies and resolves problems in a timely manner;
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Appendix: B: College and Career Ready Experiences

Grades K to 5 Activity	Grade Level	Instructor/ Class	Time Frame	Evidence	CEW Cluster
“Put Your Hands Up”	K	Holly Trauner	September	Worksheet	13.1.3 A,B,D
Little Entrepreneurs	3rd	Stacy Hirschmann	September	Worksheet	13.4.3 A,B,C
Interest Inventory	4th	Keith Anthony	September	Worksheet	13.3.5 C
Be a Team Player	4th	Keith Anthony	September	Worksheet	13.1.5 A, B
Be an Entrepreneur	5th	Keith Anthony	September	Worksheet	13.4.5 A, B
Workplace Skills	5th	Keith Anthony	September	Worksheet	13.2.5 E

Middle School Activity	Grade Level	Instructor/ Class	Time Frame	Evidence	CEW Cluster
Matchmaker	6th	Social Studies 6/McGinnity	September	Xello	13.1.8 A,B
Decision Making	6th	Social Studies 6/McGinnity	September	Xello	13.3.8 C
Explore Career Matches	7th	World Civilizations 7/McGinnity	October	Xello	13.1.8 A,B
Jobs and Employers	7th	World Civilizations 7/McGinnity	October	Xello	13.2.8 B
Entrepreneurship Exploration	8th	American History 8/McGinnity	November	Xello	13.4.8 A
Discovering Learning Pathways	8th	American History 8/McGinnity	November	Xello	13.1.8 B,D
Individualized Career Plan	8th	American History 8/McGinnity	March	Google Form	13.1.8 G

High School Activity	Grade Level	Instructor/ Class	Time Frame	Evidence	CEW Cluster
Exploring Career Factors	9th	9th Grade Seminar/Dow or Audet	September or January	Xello	13.1.11.A.B.C
Workplace Skills and Attitudes	9th	9th Grade Seminar/Dow or Audet	September or January	Xello	13.3.11.A.B.C
Work Values	10th	American Government/Dow or Audet	September	Xello	13.1.11.E
Career Back-Up Plans	10th	American Government/Dow or Audet	September	Xello	13.1.11.B
Defining Success	11th	American History/Dow or Audet	October	Xello	13.1.11.A, B
Job Interviews	11th	American History/Dow or Audet	December	Xello	13.3.11.A.B
Entrepreneurial Skills	11th	American History/Dow or Audet	October	Xello	13.4.11.A,B
Reality Fair	10th - 12th	Stand Alone-Credit Union	April	CFCU	13.3.11.D
Business Week	11th - 12th	ACES	November	Certificates of Participation and Xello Assignment	13.1..11.A.B.D 13.2.11.E 13.3.11.A.B.E 13.4.11.A.B.C
College/Career Fair	10th - 12th	Stand Alone - Audet	September	Attendance/Participation	13.1.11.B, D, F, H
FAFSA Night	12th	Stand Alone - Dow or Audet	October or November	Attendance and Completion of FAFSA	13.3.11.D
SAT/ACT Prep	10th/11th	10th/11th Grade English/Dow or Audet	December	Score Analysis	13.1.11.A,B, F
Work Corridors Program	11th - 12th	21st Century	Ongoing	Course Grade	13.1.11.A.B.C.D.E.F

		Skills/Briggs			13.2.11.A.B.C.E 13.3.11.A.B.C.D.E.F 13.4.11.A.B
Co-Op and Work Student Programs	11th - 12th	Diversified Occup. Class/work program w/Daniels	Ongoing	Course Grade	13.1.11.A.B.C.D.E.F 13.2.11.A.B.C.E 13.3.11.A.B.C.D.E.F 13.4.11.A.B
ASVAB	11th - 12th	Dow or Audet	October	Score Analysis and MEEP Representative Interpretation Session	13.1.11.A,B, F