

K-12 Comprehensive School Guidance Plan

03/01/2026

Fannett-Metal School District

PA Chapter 339



School District Chapter 339 Counseling Plan

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1. School Counselors & Assignments

Counselor Name	Assignments	Ratio
Coral McMath <i>mcmathc@fmtigers.org</i> 717-349-3006	Fannett-Metal Elementary School Counselor	1 : 179
	School Testing Coordinator	1 : 179
	Elementary Mental Health 504 Plan Coordinator	1 : 2
	FM CATS Calvert Learning Coordinator	1 : 0
	Homeless Liaison	1 : 348
	Elem. Student Assistance Program Team Leader	1 : 179
Michelle Moore <i>moorem@fmtigers.org</i> 717-349-3015	Fannett-Metal Middle/High School Counselor	1 : 169
	School Testing Coordinator	1 : 169
	School Scheduling Coordinator	1 : 169
	Middle/High School Mental Health 504 Coordinator	1 : 4
	FM CATS MS/HS Edmentum Coordinator	1 : 11
	Edmentum MS/HS Credit Advancement/Recovery Coordinator	1 : 5
	Foster Care Point of Contact	1 : 348
	MS/HS Student Assistance Program Team Leader	1 : 169
	Fannett-Metal Local Scholarship Committee Leader	1 : 27

2. Role of the School Counselor

Role	Level	Evidence of Role
Leader	Elementary	K-12 Comprehensive Guidance Plan Coordinator Backpack Program Coordinator Student Assistance Program Leader
	Middle	K-12 Comprehensive Guidance Plan Coordinator Student Assistance Program Leader Scheduling Coordinator
	High School	K-12 Comprehensive Guidance Plan Coordinator Financial Aid/College Workshop Coordinator Student Assistance Program Leader Scheduling Coordinator
Advocate	Elementary	Instructional Support Team Member Student Attendance Improvement Plan Member Threat Assessment Team Member
	Middle	Instructional Support Team Member Student Attendance Improvement Plan Member Threat Assessment Team Member
	High	Instructional Support Team Member Student Attendance Improvement Plan Member Threat Assessment Team Member

		Early-to-College Enrollment Coordinator
Collaborator	Elementary	Comprehensive Planning Committee Member Professional Development Committee Member
	Middle	Comprehensive Planning Committee Member Professional Development Committee Member
	High	Comprehensive Planning Committee Member Professional Development Committee Member Franklin County School Success Workgroup Member
Systemic Change Agent	Elementary	Homeless Liaison Mental Health 504 Plan Coordinator
	Middle	Foster Care Point of Contact Mental Health 504 Plan Coordinator Franklin County School Success Workgroup Member
	High School	Foster Care Point of Contact Mental Health 504 Plan Coordinator Franklin County School Success Workgroup Member

3. Job Description linked to the Counselor Evaluation Process

<http://tiny.cc/PDECounselorRubric>

Counselor Level	Domain 1 <i>Planning and Preparation</i>	Domain 2 <i>Environment</i>	Domain 3 <i>Delivery</i>	Domain 4 <i>Professional Development</i>
Elementary Middle High School	<ul style="list-style-type: none"> • Applies developmental, learning, counseling, and education theories to create a comprehensive program aligned to organizational goals. • Demonstrates knowledge of child and adolescent development and utilizes this knowledge to inform effective service delivery. • Collects and analyzes data from multiple sources to understand student needs in order to develop and refine comprehensive service goals and outcomes. • Knowledgeable about community, school, and home resources to inform all aspects of service delivery. • Designs a comprehensive school counseling program that addresses the needs of students, families, and the school community. • Collects and analyzes assessment data to identify students in need of support and/or interventions. 	<ul style="list-style-type: none"> • Provides equitable services that foster a positive school climate, using expertise to build and enhance relationships leading to greater school connectedness for all stakeholders. • In collaboration with others, promotes preventive and responsive services that enhance learning, and social-emotional well-being. • Establishes organizational routines, data systems, and practices for equitable and ethical delivery of comprehensive services. • Through a comprehensive counseling program, promotes and supports positive behavior, decision-making, and success for all students. • Organizes space to promote an inclusive environment that maintains privacy, safety, and confidentiality for all. 	<ul style="list-style-type: none"> • Communicates clearly and accurately with students, families, educators, and stakeholders. • Employs appropriate strategies and techniques in developing and implementing an effective, engaging program. • Implements techniques to assist all students in engaging effectively with the full range of available counseling services. • Uses data to inform delivery of academic, career, and social-development services in collaboration with students. • Displays flexibility and responsiveness and serves as an interdisciplinary team member, engaging in collaboration and problem solving with stakeholders to meet the evolving needs of students. 	<ul style="list-style-type: none"> • Continually reflects upon professional practice and works toward integrated evidence-based approaches to improve service delivery and outcomes. • Adheres to ethical, professional, and legal standards while maintaining accuracy and confidentiality in record keeping. • Communicates effectively verbally, non-verbally, and in writing for students, families, and other stakeholders. • Participates in a professional community to enhance personal growth. • Self-assesses mindset and behaviors and formulates an appropriate professional development plan. • Engages in practices that are ethical, equity-based, and uphold the standards of the profession.

Elementary School Counselor Job Description (K-5)

Reports To: Director of Special Education and Student Services
Elementary Principal
Superintendent

Duties: Homeless Liaison
School Testing Coordinator
FM CATS Calvert Academy Online Learning Coordinator
Mental Health 504 Coordinator
339 Comprehensive Guidance Plan Coordinator

Essential Elements:

1. Counsel students individually and in groups utilizing a broad range of counseling interventions from using play as a counseling modality to cognitive strategies for decision making with older students.
2. Respond to and define crisis situations and serve as liaison between school and community resources.
3. Consult and communicate with staff, families and the community on issues concerning student needs.
4. Maintain, secure and disseminate student records in accordance with district, state and federal policy and regulations.
5. Promote a positive climate within the school and community.
6. Participate on teams such as Instructional Support Team (IST), Student Assistance Improvement Program (SAIP), special education multidisciplinary teams, and grade level teams.
7. Consult with special education staff with regard to student needs and placement.
8. Integrate counseling activities (classroom lessons) into academic curriculum to enhance social skills.
9. Provide counseling and consultation services for students in the Alternative Education placement.
10. Coordinate placement activities for students as they transition between grades/levels and/or are identified for specialized programs.
11. Provide consulting services to the special education and regular education teachers/staff regarding strategies to address the needs of emotional and behavioral students.
12. Maintain appropriate documentation regarding all individual and collateral contacts for all students serviced.
13. Facilitator of state, local and district level assessments including PSSA and other achievement tests.
14. Act as homeless student liaison for the district.
15. Coordinate transition to/from off campus placements such as; cyber/charter school, home school, or alternative education.
16. Provide orientation activities for students and families at entry and transition points (Back to School, new student orientation) including information on post-secondary opportunities.
17. Assist students who are new to the district and facilitate scheduling/placement.
18. Interpret standardized assessment instruments as needed.
19. Provide resources to staff and families on issues pertaining to the development of children and other issues within the counselor's area of expertise.
20. Coordinate the homebound instruction process for individual students.
21. Complete classroom observations of students in regard to time on task and other behavior related issues.
22. Implement and assume such other duties consistent with the school counseling role as may be assigned by administration.
23. Pursue a personal program of professional development.
24. Participate on district planning and development committees such as strategic planning, curriculum development, and/or program evaluation.
25. Advocate for increased awareness among regular education staff regarding the impact of mental health and emotional issues upon a student's academic and social functioning.

26. Conduct home visits as needed to establish and maintain a rapport with the student's family to increase the opportunities for the student's success.
27. Refer to outside agencies or providers, as needed, to support students and families.

EMPLOYMENT STATUS: Full Time Teacher Contract. Additional days in the summer, pending board approval, per diem.

MINIMUM REQUIREMENTS:

1. Master's Degree in Counseling from accredited institution of higher education with Pennsylvania state certification as School Counselor.
2. Computer Literacy (CSIU, Microsoft Word and Excel).

WORKING CONDITIONS: Predominantly inside.

TEMPERAMENT REQUIREMENTS:

Excellent interpersonal skills.
Ability to work as a member of a team
Must be courteous and able to deal effectively with people
Must be cooperative, congenial and service oriented

COGNITIVE ABILITY:

Ability to follow written and verbal directions and give directions to others
Ability to complete assignments correctly in a timely fashion
Ability to read, write and do computations
Ability to use grammar, sentence structure and spelling
Ability to compose and draft district correspondence
Ability to organize office setting to efficiently accomplish tasks
Ability to exercise good judgment in prioritizing tasks
Ability to work independently and make work-related decisions
Ability to communicate effectively with all staff and public
Ability to manage a complex office with varied changing service demands
Must appropriately handle confidential information

REQUIRED ABILITY:

Graduate level skill in counseling and excellent communication skills.

Middle School/High School Counselor Job Description (6-12)

Reports To: Director of Special Education and Student Services
Building Principal
Superintendent

DUTIES: Scheduling Coordinator
Early-to-College Enrollment Coordinator
Foster Care Point of Contact
School Testing Coordinator
FM CATS Online Learning Coordinator
Mental Health 504 Coordinator
339 Comprehensive Guidance Plan Coordinator

Essential Elements

1. Counsel students individually and in groups.
2. Respond to and define crisis situations and serve as liaison between school and community resources.
3. Consult and communicate with staff, families and the community on issues concerning student needs.
4. Maintain, secure and disseminate student records in accordance with district, state and federal policy and regulation.
5. Coordinate placement activities for students as they transition between grades/levels.
6. Promote a positive climate within the school and community.
7. Participate on teams such as Instructional Support Team (IST), Student Assistance Improvement Program (SAIP), special education multidisciplinary teams, and grade level teams.
8. Consult with special education staff with regard to the student's special education program, placement needs, and scheduling.
9. Assist in the process of career awareness, planning and decision-making.
10. Facilitate the interaction between our students and colleges/other higher education representatives and/or military recruiters including but not limited to SAT/PSAT, scholarships, college visits, application process, financial aid, career days, job shadow, interviews and business tours.
11. Facilitator of SAT/PSAT, ASVAB and other secondary level assessments.
12. Facilitate parent meetings to provide needed information (Back to School, Orientation, College Night, Financial Aide Night, Grade Level Meetings).
13. Provide orientation activities for students and families at entry and transition points, including information on post-secondary opportunities, cooperative education, FCCTC, Distance Learning (On-line and Video Conferencing).
14. Scheduling students who are new to the district and facilitate individual placement and ensure graduation requirements.
15. Assist in the development of the Master schedule.
16. Interpret results of standardized assessment instruments as needed.
17. Provide resources to staff and families on issues relating to child/adolescent development and other issues within the counselor's area of expertise.
18. Monitor the homebound instruction process for individual students.
19. Instruct students in Career, Education, and Workforce (CEW) Curriculum.
20. Pursue a personal program of professional development.
21. Participate on district planning and development committees such as strategic planning, curriculum development and/or program evaluation.
22. Coordinate the Academic Banquet.
23. Assist in coordinating graduation.
24. Advocate for increased awareness among regular education staff regarding the impact of mental health and emotional issues upon a student's academic and social functioning.

25. Coordinate transition to/from off campus placements such as; cyber/charter school, home school, or alternative education.
26. Refer to outside agencies or providers, as needed, to support students and families.
27. Assume such other duties consistent with the School Counselor role as may be assigned by the administration.

EMPLOYMENT STATUS: Full Time Teacher Contract. Possible additional days in summer upon request by administration.

MINIMUM REQUIREMENTS:

1. Master's Degree in Counseling from accredited institution of higher education with Pennsylvania state certification as School Counselor.
2. Computer Literacy (CSIU, Microsoft Word and Excel).

WORKING CONDITIONS: Predominantly inside.

TEMPERAMENT REQUIREMENTS:

Excellent interpersonal skills.
Ability to work as a member of a team
Must be courteous and able to deal effectively with people
Must be cooperative, congenial and service oriented

COGNITIVE ABILITY:

Ability to follow written and verbal directions and give directions to others
Ability to complete assignments correctly in a timely fashion
Ability to read, write and do computations
Ability to use grammar, sentence structure and spelling
Ability to compose and draft district correspondence
Ability to organize office setting to efficiently accomplish tasks
Ability to exercise good judgment in prioritizing tasks
Ability to work independently and make work-related decisions
Ability to communicate effectively with all staff and public
Ability to manage a complex office with varied changing service demands
Must appropriately handle confidential information

REQUIRED ABILITY:

Graduate level skill in counseling and excellent communication skills.

4. Counseling Department Mission Statement

District Mission & Vision Statement

In a safe and supportive environment, educate and empower all students to reach their personal and professional goals. Whether you're exploring new ideas, developing your talents, or building friendships, we're here to support you every step of the way. Continue to offer a wide variety of career and educational opportunities that are relevant for the 21st century. Enhance programs that teach civic responsibilities, build character traits, promote positive social norms, and foster resilience.

K-12 School Counseling Mission Statement

The Counseling Department supports and enhances the Fannett-Metal School District's mission to provide all students with a safe and supportive environment. Students will be provided with access to an equitable comprehensive school counseling program, as directed by the Pennsylvania Department of Education (PDE) and the American School Counseling Association (ASCA), consisting of personal social/emotional, academic and career domains. All stakeholders in education will collaborate to remove barriers to student learning and provide them with opportunities and support.

5. Program Calendar & 6. Program Delivery

Month Domain Item	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
August					
Academic:					
Back to School Night (Kindergarten, 6th Grade)	X			X	
Schedule Changes (6-12)	X	X	X	X	
New Student Check In (6-12)	X		X	X	
Develop/Obtain contracts for non-traditional schedules (ETC, FCCTC, FM CATS, etc) (11-12)		X	X		
Review Testing Results (SAT, Keystone, PSSA); Update Records (3-12)			x		x
504 Plan Distribution (K-12)		X	X	X	
FM CATS Registration/Scheduling (K-12)	X	X	X	X	
Early to College Student Check Ins (11-12)		X	X	X	
Career:					
8th Grade Career Class	X		X		
Social/Emotional:					
Homeless Report (K-12)		X		X	
K-5 Classroom Guidance Lessons	X			X	
K-5 GRRREAT Awards				X	
September					
Academic:			-		
New Student Check In (6-12)	X		X	X	
Individual Student Monitoring/Check-in (6-12)		X	X	X	
Career:					
8th Grade Career Class	X		X		
Military Display Table (6-12)			X		
Outreach with College Reps/Arrange Visits & Tabling Events (10-12)			X		
Graduation Project Overview Lesson (9-12)	X		X	X	

Social/Emotional:					
K-5 Classroom Guidance Lessons	X			X	
K-5 GRRREAT Awards				X	
Introductory Guidance Lesson (6)	X	X		X	
Conflict Resolution Lesson (6)	X	X		X	
SEL Monthly Theme: Back to School (6-12)	X	X			
October					
Academic:					
PSAT (10-11)					X
ASVAB Assessment (11-12)					X
Financial Aid Information Night (11-12)			X	X	
FAFSA Classroom Lesson/ Completion Night (12)			X	X	
Early to College Spring Semester Scheduling (11-12)			X	X	
Career Fair Field Trip (11-12)			X		
Learning Styles Survey (6)			X		
End of Marking Period Rewards (K-5)		X		X	
Career:					
Economics of Jobs (7)			X	X	
8th Grade Career Class	X		X		
Social/Emotional:					
Red Ribbon Week (K-12)		X		X	
K-5 Classroom Guidance Lessons	X			X	
K-5 GRRREAT Awards				X	
SEL Monthly Theme: Bullying Prevention (6-12)	X	X		X	
November					
Academic:					
Parent/Teacher Conferences (K-12)		X	X	X	
Individual Student Monitoring/Check-in (6-12)		X	X	X	
Career:					
ASVAB Score Interpretation (11-12)			X		
Career Clusters and Pathways Lesson (6)	X		X		
8th Grade Career Class	X		X		
CTC Lesson (6-8)	X		X	X	

CTC Tour/Reflections (10)	X		X		
5th Grade Career Lesson	X				
Social/Emotional:					
K-5 Classroom Guidance Lessons	X			X	
K-5 GRRREAT Awards				X	
SEL Monthly Theme: Gratitude (6-12)		X			
PAYS Survey (Bi-Annually) (6, 8, 10, 12)				X	
December					
Academic:					
PSAT Score Interpretation (10-11)			X		
Winter Keystone Preparation (10-11)					X
Individual Student Monitoring/Check-in (6-12)		X	X	X	
Career:					
“Help Harry” Teambuilding (6)		X	X		
Budgeting (7)	X	X	X		
8th Grade Career Class	X		X		
5th Grade Career Lesson	X				
Social/Emotional:					
K-5 Classroom Guidance Lessons	X			X	
K-5 GRRREAT Awards				X	
SEL Monthly Theme: Resilience & Growth Mindset (6-12)		X			
January					
Academic:					
Winter Keystone Administration (10-11)					X
Individual Student Monitoring/Check-in (6-12)		X	X	X	
End of Marking Period Rewards (K-5)		X		X	
Career:					
Goal Setting (6)		X	X		
8th Grade Career Class	X		X	X	
5th Grade Career Lesson	X				
Social/Emotional:					

K-5 Classroom Guidance Lessons	X			X	
K-5 GRRREAT Awards				X	
SEL Monthly Theme: Goal Setting (6-12)		X	X		
February					
Academic:					
Individual Student Monitoring/Check-in (6-12)		X	X	X	
Future Year Master Schedule Development (6-12)				X	X
Career:					
CTC Student Interviews (10)			X	X	
8th Grade Career Class	X		X	X	
5th Grade Career Lesson	X				
2nd Grade Career Lesson	X				
3rd Grade Career Lesson					
Senior Graduation Portfolio Reviews (12)	X		X	X	
Social/Emotional:					
K-5 Classroom Guidance Lessons	X			X	
K-5 GRRREAT Awards				X	
SEL Monthly Theme: Kindness (6-12)		X			
March					
Academic:					
PSSA Preparation (3-8)					X
End of Marking Period Rewards (K-5)		X		X	
Career:					
Learning from Entrepreneurs (7)	X		X		
8th Grade Career Class	X		X	X	
CTC Presentation (9)	X		X		
5th Grade Career Lesson	X				
5th Grade CTC Visit	X			X	
Social/Emotional:					
K-5 Classroom Guidance Lessons	X			X	
K-5 GRRREAT Awards				X	
SEL Monthly Theme: "March Madness" (6-12)		X			

April					
Academic:					
Early to College Information Night (10-11)			X	X	
Early to College Fall Semester Scheduling (10-11)			X	X	
Spring Keystone Preparation (9-11)					X
Future Year Scheduling Meetings (9-11)	X		X	X	
Transition Conferences (8)	X	X	X	X	
ELA PSSA Exam (3-8)					X
Career:					
8th Grade Career Class	X		X		
Kindergarten Career Lesson	X				
5th Grade Career Class	X				
Academic and Career Portfolio Lesson (6)	X		X		
Social/Emotional:					
K-5 Classroom Guidance Lessons	X			X	
K-5 GRRREAT Awards				X	
SEL Monthly Theme: Friendship (6-12)		X		X	
May					
Academic:					
Senior Exit Interviews (12)	X		X	X	
FM Scholarship Committee Meeting (12)				X	
Math PSSA Exam (3-8)					X
Science PSSA Exam (4, 8)					X
Spring Keystone Exams (9-11)					X
Awards Assembly (8-12)				X	
Transcript Mailing (12)				X	
Career:					
Career Acquisition Documents (8)			X		
8th Grade Career Class	X		X		
5th Grade Career Lesson	X		X		
Kindergarten Career Lesson	X				
Social/Emotional:					
K-5 Classroom Guidance Lessons	X			X	
K-5 GRRREAT Awards				X	

SEL Monthly Theme: Transitions & Coping Skills (6-12)	X	X	X		
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Ongoing K-12 School Counselor Activities

Elementary Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
Domain					
Academic:					
School Attendance Improvement Plan Meetings	X	X	X	X	
Instructional Support Team Meetings	X	X	X	X	
Faculty Meetings	X			X	
Classroom Observations		X	X	X	
504 Meetings	X		X	X	
Schoolology Maintenance					X (10 hours per year)
Attendance Monitoring (FM CATS)					X (1 hour per year)
Website Updates					X (8 hours per year)
Morning Announcements					X (45 hours per year)
Lunch Duty					X (180 hours per year)
Secretary Coverage					X (90 hours per year)
Recess Coverage					X (20 hours per year)
Class Coverage					X (70 hours per year)
Fire/Safety Drills	X			X	
Career:					
Chapter 339 Development	X			X	
Social/Emotional:					
Individual/Group Counseling		X	X		
Parent Contacts		X	X	X	
Outside Agency Referrals		X			
Collaboration with Stakeholders	X	X	X	X	
Student Assistance Planning Meetings		X			
Threat Assessment Team Meetings		X		X	
Crisis Intervention		X	X		
Conflict Resolution		X	X		
Guidance Lessons	X	X	X	X	

Ongoing K-12 School Counselor Activities

Secondary Ongoing Counselor Related Activity	Curriculum (Tier 1)	Responsive (Tier 2)	Individual Academic / Career Counseling	System Support	System Support: Non-Counselor Related
Domain					
Academic:					
School Attendance Improvement Plan Meetings	X	X	X	X	
Instructional Support Team Meetings	X	X	X	X	
Faculty Meetings	X			X	
Classroom Observations		X	X	X	
504 Meetings	X		X	X	
Schoology Maintenance	X				X (20 hours per year)
Website Updates					X (8 hours per year)
Classroom/Secretary Coverage					X (20 hours per year)
In-School-Suspension Proctoring					X (10 hours per year)
FM CATS/ETC New Course Creation in School System					X (8 hours per year)
Manual Schedule Entry					X (30 hours per year)
Manual FM CATS/ETC/FCCTC Grade Entry					X (5 hours per year)
Education Verifications					X (5 hours per year)
Career:					
Chapter 339 Plan & Curriculum Development	X			X	
Social/Emotional:					
Individual/Group Counseling		X	X		
Parent Contacts		X	X	X	
Outside Agency Referrals		X			
Collaboration with Stakeholders	X	X	X	X	
Student Assistance Planning Meetings		X			
Threat Assessment Team Meetings		X		X	
Crisis Intervention		X	X		
Conflict Resolution		X	X		

7. Curriculum Action Plan

Elementary

Kindergarten									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Right Choices	B-LS 1 AL.3.K.A1	https://www.youtube.com/watch?v=nyTimeb4vFqE	September	29	Classroom	Draw an example of a time a right choice was made	School Counselor	Coral McMath	Worksheet completion
Media Balance	M1 CC.2.4.K.A.1	CommonSense Curriculum	October	29	Classroom	Draw an example of what media balance looks like	School Counselor	Coral McMath	Worksheet Completion
The Recess Queen	B-SS 2 13.3.3 (c) CC.1.2.K.C	"The Recess Queen"	November	29	Classroom	Draw how to be a recess friend	School Counselor	Coral McMath	Worksheet Completion
The Power of YET	M2 AL.1.K.B1	"The Power of Yet"	December	29	Classroom	Draw and describe something that cannot be done, YET	School Counselor	Coral McMath	Worksheet Completion
Do Unto Otters	B-SS 2 AL.3.K.A1	"Do Unto Otters"	January	29	Classroom	Draw an example of how we can do unto 'otters'	School Counselor	Coral McMath	Worksheet Completion
Is There Really A Human Race?	B-SS 8 AL.3.K.C1	"Is There Really A Human Race?"	February	29	Classroom	Trace and cut out hand, to place around the world	School Counselor	Coral McMath	Classroom 'mural' contribution
Big Words for Little People?	B-SS 3 CC.1.4.K.E	"Big Words for Little People"	March	29	Classroom	Drawing a picture of their family	School Counselor	Coral McMath	Worksheet Completion
Tattle Tongue	B-SS 9 CC.1.2.K.A	"Tattle Tongue"	April	29	Classroom	Tattle Tongue Coloring Worksheet	School Counselor	Coral McMath	Worksheet Completion
Let's Learn About Jobs	M5 13.1.3 (a) CC.1.4.K.B	https://www.youtube.com/watch?v=r6Oxqyd5qUw	May	29	Classroom	Draw and label future job interest	School Counselor	Coral McMath	Worksheet Completion
1 st Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Healthy Habits	M1 10.1.1.C1	https://www.youtube.com/watch?v=dhpCdqOtuJ0	September	30	Classroom	Sharing a time healthy habits were used	School Counselor	Coral McMath	Worksheet Completion
How Media Makes You Feel	B-SMS 9 CC.1.5.1.F	CommonSense Curriculum	October	30	Classroom	Sharing what to do if made to feel uncomfortable online	School Counselor	Coral McMath	Worksheet Completion
We're All Wonders	B-SS 2 CC.2.1.B.1	"We're All Wonders"	November	30	Classroom	Sharing a kind act as part of a kindness chain. Signing a kindness pledge.	School Counselor	Coral McMath	Worksheet Completion
Diversity Snowflakes	M1 3.2.1.A4	Diversity PPT Snowflake paper	December	30	Classroom	Completing 'about me' worksheet and sharing diverse characteristics.	School Counselor	Coral McMath	Worksheet Completion

Being "Wendy"	B-LS 7 13.1.3 (a) 6.5.1.B	"Being Wendy"	January	30	Classroom	List hobbies/interests and future career choices	School Counselor	Coral McMath	Worksheet Completion
How Full Is Your Bucket	B-SS 4 16.1.1.B1	"How Full is Your Bucket?"	February	30	Classroom	Show how we are bucket fillers, and bucket dippers	School Counselor	Coral McMath	Worksheet Completion
Anything Is Possible	M5 AL.1.1.C1	"Anything is Possible"	March	30	Classroom	Perseverance Sort	School Counselor	Coral McMath	Worksheet Completion
Thoughts, Feelings, Actions	B-LS 9 16.2.1.C1	"The Way I Feel" Therapist Aid	April	30	Classroom	Thoughts, feelings, actions worksheet	School Counselor	Coral McMath	Worksheet Completion
Summer Plans	B-LS 7 13.2.3 (d) SIS Domains	"Last Day Blues"	May	30	Classroom	List summer plans and goals for 2nd grade	School Counselor	Coral McMath	Worksheet Completion

2nd Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Confidence & Self-Esteem	M2 16.1.2.A1	https://www.youtube.com/watch?v=pdjxS4ME2A	September	26	Classroom	Shine Bright Worksheet	School Counselor	Coral McMath	Worksheet Completion
That's Private!	B-SMS 9 15.3.2.S	CommonSense Curriculum	October	26	Classroom	Keep it private worksheet	School Counselor	Coral McMath	Worksheet Completion
The Tease Monster	B-SS 10 16.2.2.E1	"Tease Monster"	November	26	Classroom	Describe examples of mean and playful teases	School Counselor	Coral McMath	Worksheet Completion
Spaghetti in a Hot Dog Bun	B-SS 2 CC.1.3.2.A	"Spaghetti in a Hot Dog Bun"	December	26	Classroom	Create a reminder of the 'golden rule'	School Counselor	Coral McMath	Activity Completion
Wilma Jean, the Worry Machine	B-SMS 7 9.1.V.2.E1	"Wilma Jean the Worry Machine"	January	26	Classroom	How do you feel? Worksheet	School Counselor	Coral McMath	Worksheet Completion
The Day You Begin	M3 13.1.3 (a) CC.2.4.2.A1	"The Day You Begin"	February	26	Classroom	Worksheet to share and compare interests and non preferred activities	School Counselor	Coral McMath	Worksheet Completion
Berenstain Bears: On The Job	M6 13.1.3 (e) CC.1.3.2.C	https://www.youtube.com/watch?v=1-zd7sqqTIM	March	26	Classroom	Describe three jobs in a community	School Counselor	Coral McMath	Worksheet Completion
The Good Seed	B-LS 4 16.1.2.C1	"The Bad Seed"	April	26	Classroom	Share one thing you are trying to improve	School Counselor	Coral McMath	Worksheet Completion
The Bad Egg	B-SMS 10 CC.1.2.2.1	"The Good Egg"	May	26	Classroom	Transition Worksheet	School Counselor	Coral McMath	Worksheet Completion

3rd Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
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Growth Mindset	M3 3.1.3.	https://www.youtube.com/watch?v=rUJkbWNnNy4	September	35	Classroom	Shine Bright Worksheet	School Counselor	Coral McMath	Worksheet Completion
Is Seeing Believing?	B-LS 5 10.2.3.C1	CommonSense Curriculum	October	35	Classroom	Pre/Post Test Knowledge Check	School Counselor	Coral McMath	Pre/Post Test Completion
Enemy Pie	B-SS 2 10.2.3.C	"Enemy Pie"	November	35	Classroom	Recipe to get rid of enemies worksheet	School Counselor	Coral McMath	Worksheet Completion
Stocking Stuffers	B-SS 2 CC.1.4.3.Q	"Toad and Frog are Friends"	December	35	Classroom	Create stockings and share kind words	School Counselor	Coral McMath	Activity Completion
New Year's Resolution	B-LS 7 CC.1.4.3.A	SMART Goals PowerPoint	January	35	Classroom	Create a SMART GOAL	School Counselor	Coral McMath	Activity Completion
Responsibility Sort	B-SMS 8 13.3.3 (e) CC.1.2.3.C	https://www.youtube.com/watch?v=V-IKltrJDEM	February	35	Classroom	Creating/sorting responsibilities	School Counselor	Coral McMath	Worksheet Completion
The Go-Around Dollar	B-SMS 4 13.3.3 (d) 6.5.3.G	"The Go-Around Dollar"	March	35	Classroom	Pre/Post Test Knowledge Check	School Counselor	Coral McMath	Pre/Post Test Completion
Mikayla's Voice	M2 9.1.3.E	Mikayla's Voice Curriculum	April	35	Classroom	Ladybug representations of classroom community	School Counselor	Coral McMath	Activity Completion
Here's the Scoop	B-SMS 10 CC.1.4.3	Year in review PowerPoint	May	35	Classroom	IceCream Scoop Activity	School Counselor	Coral McMath	Activity Completion
4th Grade									
Lesson / Program Content	ACEA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Identity & Values	M2	https://www.youtube.com/watch?v=om3INBWfoxY	September	26	Classroom	Shine Bright Worksheet	School Counselor	Coral McMath	Worksheet Completion
Our Online Tracks	B-SS 5 3.2.4.C3	CommonSense Curriculum	October	26	Classroom	Pre/Post Test Knowledge Check	School Counselor	Coral McMath	Pre/Post Test Completion
Upstanders	B-SS 4 CC.1.2.4.D	CommonSense Curriculum	November	26	Classroom	Practicing the words to use as an upstander	School Counselor	Coral Mcmath	Worksheet
Bell Curve 'POP'	B-SMS 7 6.5.3.G	Bell-Curve Chart	December	26	Classroom	Classroom Activity, classifying emotional phases	School Counselor	Coral McMath	Activity Completion
Last Stop on Market Street	B-LS 10 6.1.4.B	Last Stop on Market Street https://www.youtube.com/watch?v=67343pHUW5o	January	26	Classroom	Draw while listening to Carolina in My Mind	School Counselor	Coral McMath	Activity Completion
Ethical Decision Making	B-SS 9 CC.1.3.4.J	Thought Bubble Scenarios	February	26	Classroom	PIE Activity	School Counselor	Coral McMath	Activity Completion
Super Brady	B-SS 2 CC.1.3.4.J	Super Brady Curriculum	March	26	Classroom	Diversity Worksheet	School Counselor	Coral McMath	Worksheet Completion

SMARTS	M5 13.1.5 (a)	Which SMART am I?	April	26	Classroom	SMARTS Chart	School Counselor	Coral McMath	Worksheet Completion
Career Genogram	B-SS 3 13.1.5 (f)	Family Genogram Paper	May	26	Classroom	Genogram Sharing/Discussion	School Counselor	Coral McMath	Activity Completion
5 th Grade									
Lesson / Program Content	ACEA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Mindset of a Champion	B-SMS 6	https://www.youtube.com/watch?v=px9CzS7sa0Y&t=19s	September	16	Classroom	Shine Bright Worksheet	School Counselor	Coral McMath	Worksheet Completion
Digital Friendships	B-SMS 9 CC.1.3.5.D	CommonSense Curriculum	October	16	Classroom	CommonSense Slideshow	School Counselor	Coral McMath	Activity Completion
Holland Codes	M5 13.1.5 (a)	pacareerzone.org	November	16	Classroom	PA Career Zone Assessment	School Counselor	Coral McMath	Assessment Completion
Work Importance Profiler	B-LS 1 13.1.5 (e)	pacareerzone.org	December	16	Classroom	PA Career Zone Assessment	School Counselor	Coral McMath	Assessment Completion
Budget	B-LS 3 13.1.5 (d)	pacareerzone.org	January	16	Classroom	PA Career Zone Assessment	School Counselor	Coral McMath	Assessment Completion
Entrepreneurship	B-LS 4 13.4.5 (a)	pacareerzone.org	February	16	Classroom	PA Career Zone Assessment	School Counselor	Coral McMath	Assessment Completion
Job Search	B-LS 1 13.1.5 (e)	Indeed.com Newspapers	March	16	Classroom	Worksheet with jobs found listed	School Counselor	Coral McMath	Worksheet Completion
Career Track & Changes	B-SMS 6 13.3.5 (f,g)	Career Track PowerPoint	April	16	Classroom	List of how one's career may change	School Counselor	Coral McMath	Worksheet Completion
Transition to MS	B-SMS 10 13.3.5 (e)	Middle School Visit	May	16	Classroom	List changes and concerns	School Counselor	Coral McMath	Worksheet Completion

Middle School

6 th Grade									
Lesson / Program Content	ACEA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Introductory Guidance Lesson	M2 M3 M4 M5 B-SMS 10 B-SS 3 13.1.8 (h)	<ul style="list-style-type: none"> Powerpoint about secondary counselor and counselor roles 	September	All of 6th grade	Classroom	<ul style="list-style-type: none"> Number of students accessing school counselor assistance 	School Counselor	Michelle Moore	Door sign up sheet/student emails/student Schoology messages
Conflict Resolution	M2 B-SMS 1 B-SS 2 B-SS 6 B-SS 7 B-SS 8 13.2.8 (e)	<ul style="list-style-type: none"> Smart Futures online lesson/activity BrainPop video (Optional) BrainPop worksheet 	September	All of 6th grade	Classroom	<ul style="list-style-type: none"> Completed reflection on conflict resolution skills 	School Counselor	Michelle Moore	Student utilization of skills Student requests for conflict resolution support through

	13.3.8 ©								mediation and/or adult intervention
Learning Styles Survey	13.3.8 (a)	<ul style="list-style-type: none"> Smart Futures online lesson/activity 	October	All of 6th grade	Classroom	<ul style="list-style-type: none"> Completed reflection on survey results 	School Counselor	Michelle Moore	Reflection
Career Clusters and Pathways Lesson	13.1.8 (a, b)	<ul style="list-style-type: none"> Smart Futures online lesson/activity 	November	All of 6th grade	Classroom	<ul style="list-style-type: none"> Completed reflection 	School Counselor	Michelle Moore	Reflection
CTC introductory Lesson	B-LS 5 B-LS 7 13.1.8 (d)	<ul style="list-style-type: none"> Website exploration: https://www.franklinctc.com/ Q & A Academy/Shop Matching worksheet Open House Flyer 	November	All of 6th grade	Classroom	<ul style="list-style-type: none"> Discussion Matching worksheet 	School Counselor	Michelle Moore	Completed Matching worksheet Open House attendance information
"Help Harry"	M2 B-SS 6 B-SS 7 B-SS 9 13.3.8 (b)	<ul style="list-style-type: none"> "Help Harry" story Assorted "construction" materials such as pipe-cleaners notecards, and aluminum foil Reflection sheet 	December	All of 6th grade	Classroom	<ul style="list-style-type: none"> Successful construction of a sturdy tower Teamwork reflection 	School Counselor	Michelle Moore	"Help Harry" teamwork reflection worksheet
Goal Setting Lesson	B-LS 7 13.2.8 (e) 13.3.8 (a)	<ul style="list-style-type: none"> Smart Futures online lesson/activity New Year's Goals worksheet 	January	All of 6th grade	Classroom	<ul style="list-style-type: none"> Completed reflection 	School Counselor	Michelle Moore	Establishment of goals and steps to reach them
Academic and Career Portfolio Introduction	B-LS 7 B-LS 9 B-SMS 5 13.1.8 (g)	<ul style="list-style-type: none"> Smart Futures online Portfolio/review of badges earned & lessons learned Completion of personal information 	April	All of 6th grade	Classroom	<ul style="list-style-type: none"> Updated online portfolio 	School Counselor	Michelle Moore	Portfolio updates to reflect any changes in student plans

7th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Economics of Jobs Lesson	13.1.8 (e)	<ul style="list-style-type: none"> Smart Futures online lesson/activity 	October	All of 7th grade	Classroom	<ul style="list-style-type: none"> Completed reflection 	School Counselor	Michelle Moore	Reflection
CTC introductory Lesson	B-LS 7 13.1.8 (d)	<ul style="list-style-type: none"> Website exploration: https://www.franklinctc.com/ Q & A Review of Career Clusters in Smart Futures Comparison of interests to CTC shops Open House flyer 	November	All of 7th grade	Classroom	<ul style="list-style-type: none"> Discussion 	School Counselor	Michelle Moore	Open House attendance information
Financial Literacy/Budgeting	B-SMS 2 B-SMS 4 13.3.8 (d)	<ul style="list-style-type: none"> Smart Futures online lesson/activity NGPF Budgeting with Beans 	December	All of 7th grade	Classroom	<ul style="list-style-type: none"> Budgeting with Beans, Budgeting Review, & Budgeting Reflection worksheets 	School Counselor	Michelle Moore	Budgeting Reflection
Learning from Entrepreneurs Lesson	13.4.8 (b)	<ul style="list-style-type: none"> Smart Futures online lesson/activity 	March	All of 7th grade	Classroom	<ul style="list-style-type: none"> Completed reflection 	School Counselor	Michelle Moore	Reflection

8th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
"Oh the Places You'll Go"	B-LS 4	<ul style="list-style-type: none"> Dr. Suess' "Oh the Places You'll Go" book 	August/January	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Participation in class discussion 	School Counselor	Michelle Moore	Class discussion
4-Square Planning	B-LS 4 B-SMS 6	<ul style="list-style-type: none"> 4-Square Planning worksheet Instruction and Rubric page 	August/January	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Worksheet assessed through rubric 	School Counselor	Michelle Moore	4-Square Planning worksheet
Social Skills Checklist and Step-list	B-SMS 7 B-SS 2 B-SS 3 B-SS 6 B-SS 7 B-SS 9	<ul style="list-style-type: none"> <u>Skill-streaming the Adolescent</u> "How Are My Social Skills?" Checklist and Step-list worksheets 	Start and mid-points of each semester	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Completed worksheets 	School Counselor	Michelle Moore	Social Skills Step-list (not collected)
Positive Mental Attitude	M1 M3 M4 M5 B-SMS 5 B-SS 8	<ul style="list-style-type: none"> Skills to Pay the Bills Curriculum 	October/February	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Dice-Roll activity/worksheet 2-week chart of positive behaviors 	School Counselor	Michelle Moore	Completion of activities, worksheet, and chart
Teamwork & Collaboration	M2 B-SS 2 B-SS 6 B-SS 7 B-SS 9 13.3.8 (b)	<ul style="list-style-type: none"> Skills to Pay the Bills Curriculum 	November/February	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Spaghetti-Marshmallow tower building and reflection Coming to Consensus activity 	School Counselor	Michelle Moore	Completed tower building reflection. Coming to Consensus worksheet with reflection
Networking Unit	13.1.8 (a, b) B-LS 4 B-SS 1	<ul style="list-style-type: none"> Skills to Pay the Bills Curriculum Informational interview videos https://www.youtube.com/watch?v=4OTPJZnBP8s Informational interview assignment worksheet 	October/March	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Completed interviews/worksheet 	School Counselor	Michelle Moore	Completed Informational Interview assignment
Digital Communication: Emails	B-SS 1 13.2.8 (e)	<ul style="list-style-type: none"> Microsoft Outlook Email examples Skills to Pay the Bills Curriculum 	November/March	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Practice email Email corrections Formal email 	School Counselor	Michelle Moore	Professionally written email to a teacher
Digital Communication: Social Media	B-SMS 1 B-SMS 8 B-SS 2 B-SS 5	<ul style="list-style-type: none"> Commonsense.org Digital Footprint worksheet 	November/March	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Choose a Host activity Personal Digital footprint 	School Counselor	Michelle Moore	Personal digital footprint worksheet
Explore Your CTC	B-LS 5 B-LS 7 13.1.8 (d)	<ul style="list-style-type: none"> Smart Futures online lesson/activity Open House flyer FCCTC website https://franklinctc.com 	November	All of 8th grade	Classroom	<ul style="list-style-type: none"> Completed reflection 	School Counselor	Michelle Moore	<ul style="list-style-type: none"> Completed reflection Open House attendance information
Problem-Solving	B-LS 2 B-SMS 7 B-SS 5 B-SS 7 B-SS 9 13.3.8 (c)	<ul style="list-style-type: none"> Skills to Pay the Bills Curriculum https://www.youtube.com/watch?v=hPiI44XEKgs 	December/April	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Problem solving role-plays Problem solving skits 	School Counselor	Michelle Moore	Student-created skits (not collected)
Everfi Venture Entrepreneurial Expedition	13.3.8 (d) 13.4.8 (c)	<ul style="list-style-type: none"> Everfi online curriculum https://everfi.com/ 	Quarter 2/ Quarter 4	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Online program learning modules and quizzes 	School Counselor	Michelle Moore	Certificate of successful course completion

High School Planning & Transition	M6 B-LS 4 B-LS 7 B-SMS 5 B-SMS 10 13.1.8 (f)	<ul style="list-style-type: none"> District program of studies Graduation portfolio requirements 	Quarter 2/ Quarter 4	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Class discussion 	School Counselor	Michelle Moore	Discussion, student adjustment to HS transition
Introduction to Military Branches/career options	13.1.8 (a, b)	<ul style="list-style-type: none"> PA National Guard guest speaker 	Quarter 2/ Quarter 4	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Presentation 	PA National Guard Recruiter	Ssg Kolanda	Class Discussion
Exploring Postsecondary Education	M6 B-LS 4 13.1.8 (d)	<ul style="list-style-type: none"> Teacher compiled packet on postsecondary options 	Quarter 2/ Quarter 4	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Responses within packet 	School Counselor	Michelle Moore	Packet Responses
My Interest Survey	13.1.8 (a, b)	<ul style="list-style-type: none"> Smart Futures online lesson/activity 	Quarter 2/ Quarter 4	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Survey Reflection 	School Counselor	Michelle Moore	Survey Reflection
My Work Values Survey	13.1.8 (a, b)	<ul style="list-style-type: none"> Smart Futures online lesson/activity 	Quarter 2/ Quarter 4	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Survey Reflection 	School Counselor	Michelle Moore	Survey Reflection
Career Research	13.2.8 (b)	<ul style="list-style-type: none"> Smart Futures online lesson/activity Smart Futures Career Super-Search O*NET Online LinkedIn PA Career Link PA Career Guide 	January / May	All of 8th grade	Career & Social Skills Classroom	<ul style="list-style-type: none"> Careers marked as favorites 	School Counselor	Michelle Moore	Research Reflection
Academic & Career Plan	B-LS-4 B-LS7 B-SMS 10 13.1.8 (b, g)	<ul style="list-style-type: none"> Academic & Career Plan document CCIS-EZ results O*NET Interest Profiler results O*NET WIL results 	May	All of 8th grade	Classroom	<ul style="list-style-type: none"> Completion of the MS portion of the plan 	School Counselor	Michelle Moore	Completed MS portion of Academic & Career Plan

High School

9 th Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Career Research	13.2.11 (b)	<ul style="list-style-type: none"> Research paper rubric Smart Futures Online Lesson/Activity Internet sites such as O*NET 	Semester-based class	All of the 9th grade	Classroom	<ul style="list-style-type: none"> Rubric scored career research paper 	Business Teacher	Ronda Stepler	Completion of career research paper
Creation of Career Documents	13.2.11 (c)	<ul style="list-style-type: none"> Resume and cover letter templates 	Semester-based class	All of the 9th grade	Classroom	<ul style="list-style-type: none"> Resume Cover letter 	Business Teacher	Ronda Stepler	Completion of resume and cover letter
Job Application Lesson	13.2.11 (a)	<ul style="list-style-type: none"> Smart Futures Online Lesson/Activity 	Semester-based class	All of the 9th grade	Classroom	<ul style="list-style-type: none"> Completed reflection 	Business Teacher	Ronda Stepler	Completed Reflection
Entrepreneurship	13.4.11 (b)	https://www.bdc.ca/en/articles-tools/entrepreneur-toolkits/business-assessments/entrepreneurship	Semester-based class	All of the 9th grade	Classroom	<ul style="list-style-type: none"> Entrepreneurial traits assessment 	Business Teacher	Ronda Stepler	Assessment results

		eneurial-potential -self-assessment							
Review/Revisiting the Academic & Career Plan	13.1.11 (a, b, g) 13.2.11 (c)	<ul style="list-style-type: none"> Smart Futures Portfolio 	Ongoing	All of the 9th grade	Counseling Office	<ul style="list-style-type: none"> Additions and revisions to the portfolio 	School Counselor	Michelle Moore	Portfolio is revised as appropriate
Individual Scheduling Meetings	13.1.11 (h)	<ul style="list-style-type: none"> Individual Student Academic & Career Plans Master Schedule/ Scheduling Options worksheet 	Ongoing	All of the 9th grade	Counseling Office	<ul style="list-style-type: none"> Scheduling decisions made based on Portfolio 	School Counselor	Michelle Moore	Student schedules are matched to postsecondary planning

10th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
CTC Tour	13.1.11 (e)	<ul style="list-style-type: none"> Bus transportation Reflection worksheets 	November	All 10th grade students who attend the tour	Franklin County CTC/ Classroom	<ul style="list-style-type: none"> Completed Tour Reflection 	CTC staff and student ambassadors	Lori Ebersole Michelle Moore	Student tour roster Completed tour reflections indicating CTC interests
PSAT Score Interpretation	13.1.11 (b)	<ul style="list-style-type: none"> College Board PSAT exam scores Sample Score results for examples Link to Khan Academy 	December	All 10th grade students	HS Cafeteria	<ul style="list-style-type: none"> PSAT score results 	School Counselor	Michelle Moore	Students understand their current college readiness level.
Career Research & Reflection	13.1.11 (e) 13.2.11 (b)	<ul style="list-style-type: none"> Directions for completion 	As assigned	All of the 11th grade	Classroom	<ul style="list-style-type: none"> Completed paper 	English Teacher	Lori McAllen	Completed paper
Review/Revisiting the Academic & Career Plan	13.1.11 (a, b, g) 13.2.11 (c)	<ul style="list-style-type: none"> Smart Futures Portfolio 	Ongoing	All of the 10th grade	Counseling Office	<ul style="list-style-type: none"> Additions and revisions to the portfolio 	School Counselor	Michelle Moore	Counselor will remain aware of student goals. Students will be made aware of pathways that align with goals
Individual Scheduling Meetings	13.1.11 (h)	<ul style="list-style-type: none"> Smart Futures Portfolio Master Schedule/ Scheduling Options worksheet 	Ongoing	All of the 10th grade	Counseling Office	<ul style="list-style-type: none"> Scheduling decisions made based on Academic & Career Plans 	School Counselor	Michelle Moore	Student Schedules

11th Grade

Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
Career Paper	13.3.11 (a)	<ul style="list-style-type: none"> Directions for completion of paragraph + Interview Questions 	As assigned	All of the 11th grade	Classroom	<ul style="list-style-type: none"> Completed paper 	English teacher	Lori McAllen	Completed paper
FAFSA Lesson	13.1.11 (f) 13.3.11 (e, f)	<ul style="list-style-type: none"> Sample Student Aid Guides StudentAid.gov/fafsa website 	November	All of the 11th grade	Classroom	Discussion	School Counselor	Michelle Moore	Students will understand what the FAFSA is and that FAFSA completion is required by the state.
PSAT Score Interpretation	13.1.11 (b)	<ul style="list-style-type: none"> College Board PSAT exam scores 	December	11th grade students who chose to test	HS Cafeteria	<ul style="list-style-type: none"> PSAT Score results 	School Counselor	Michelle Moore	Students understand their current college readiness level.

		<ul style="list-style-type: none"> • Sample Score results for examples • Link to Khan Academy 							
Review/Revisiting the Academic & Career Plan	13.1.11 (a, b, g) 13.2.11 (c, d)	<ul style="list-style-type: none"> • Individual Student Academic & Career Plans • Smart Futures Portfolios 	Ongoing	All of the 11th grade	Counseling Office	<ul style="list-style-type: none"> • Additions and revisions to the plan 	School Counselor	Michelle Moore	Counselor will remain aware of student goals. Students will be made aware of pathways that align with goals.
Individual Scheduling Meetings	13.1.11 (h)	<ul style="list-style-type: none"> • Individual Student Academic & Career Plans • Smart Futures Portfolios • Master Schedule/ Scheduling Options worksheet 	Ongoing	All of the 11th grade	Counseling Office	<ul style="list-style-type: none"> • Scheduling decisions made based on Academic & Career Plans/Smart Futures Portfolio 	School Counselor	Michelle Moore	Students will be scheduled appropriately for their future plans
12th Grade									
Lesson / Program Content	ASCA Mindset/Behavior CEW Domain SAS Domain	Curriculum & Materials	Start & End Dates	# Of Students Affected	Location	Evaluation and Assessment	Stakeholder Teaching Standard	Contact Person	Indicators
FAFSA Completion	13.1.11 (f) 13.3.11 (e, f)	<ul style="list-style-type: none"> • Student Aid Guides • Financial Information • StudentAid.gov/fafsa website 	October - December	All of 12th grade (Unless opted out)	Library/ Classrooms	<ul style="list-style-type: none"> • PHEAA Remote Access • Opt Out Forms 	School Counselor/ PHEAA Staff	Michelle Moore	Students will make informed decisions regarding post-secondary planning
Career Acquisition Documents	B-SS 3 13.2.11 (c, d)	<ul style="list-style-type: none"> • 9th grade Resume • 9th grade Cover Letter • Letter of Recommendation request form 	Ongoing/ March	All of the 12th grade	Classrooms, Counseling office	<ul style="list-style-type: none"> • Prior documents will be updated to reflect current skills, experiences, and interests 	Teachers School Counselor	Michelle Moore	Updated documents will be included in senior graduation portfolios
Senior Graduation Portfolio	B-LS 10 B-SMS 2 13.2.11 (a)	<ul style="list-style-type: none"> • Student Portfolios • Portfolio content checklist 	March	All 12th grade students	Counseling office	<ul style="list-style-type: none"> • Portfolio is checked against a requirement checklist 	School Counselor	Michelle Moore	Senior graduation portfolio has all district requirements included
Senior Exit Interview	B-SMS 5 B-SMS 6 B-SMS 10 B-SS 1 B-SS 3 B-SS 9	<ul style="list-style-type: none"> • Student Portfolios • Interview questions • Scoring Rubric 	April-May	All 12th grade students	Large conference room	<ul style="list-style-type: none"> • Interview and portfolio rubric 	Director of Special Education & Student Services, School Counselor, Building Principal	Teresa Black Michelle Moore Todd Best	Students earn a passing interview score as per the rubric

8. Annual Program Goals

Academic

School Counselors will support academics by being active members of collaborative efforts to include: Instructional Support Team, Student Assistance Program Team, Student Attendance Improvement Plan Team, parent/teacher meetings. School counselors will provide students with interventions such as study skills, time management and organizational skills.

Career

School Counselors will help students acquire knowledge and skills that contribute to effective learning in school and across the life span. Students will be educated and prepared with essential skills to choose from a wide range of substantial post-secondary options.

Personal/Social

School Counselors meet the social/emotional needs of students in a proactive and responsive manner by providing classroom lessons, small group and individual counseling sessions. School Counselors also consult with school and community stakeholders to meet student needs.

**School District
Program Goals for the 2026-2029 School Cycle
Elementary Level**

	Academic	Career	Personal/Social
Specific: What is the specific issue based on school data?	District data indicates a need to improve student attendance.	The school counselor will meet with all K-5 classrooms at least two times per year to generate pieces of evidence for the PA Career Ready Index.	Completing weekly check-ins is shown to increase self-awareness, normalize feelings, and provide individualized, responsive services.
Measurable: How will we measure the effectiveness of our interventions?	Absentee data will be pulled from our database (CSIU), and sorted by students who have been absent >10% of total enrolled days.	Data will be measured based on counselor calendar and attendance, as well as career artifacts collected to meet CEW standards.	Inform staff and students about mindfulness, and incorporate verbal weekly check in during guidance.
Attainable: What outcome would stretch us but is still attainable.	Decreasing the yearly percentage by 1% sets both a realistic and challenging expectation.	90% of students will have at least two different pieces of career artifacts to contribute to their portfolio.	100% of students and staff will be educated annually on mindfulness and check-ins.
Results-Oriented: Is the goal reported in result-oriented data (process, perception and outcome?)	<p>Previous and current mid-year absence totals will be compared to analyze results of interventions.</p> <p>Process- Interventions used include check and connect, attendance groups, SAIP, and daily check-ins.</p> <p>Perception- During SAIP meetings, parents will be encouraged to share their beliefs and attitudes about school attendance.</p> <p>Outcome- Yearly absences will decrease. Outcome will also extend to overall school climate and academic success.</p>	<p>The results will be monitored by the school counselor when tracking guidance lessons provided and keeping accurate attendance.</p> <p>Process- Interventions used include attendance tracking and scheduling.</p> <p>Perception- During advisory council meetings, parents will be encouraged to share their beliefs and attitudes about school, career education, and work standards.</p> <p>Outcome- All students will meet Career Education and Work Standards, as defined by the PA Career Ready Index.</p>	<p>The results will be monitored by the school counselor via data procured through the app students use to check in.</p> <p>Process- Interventions used include implementing a weekly check in.</p> <p>Perception- During advisory council meetings, parents will be encouraged to share their beliefs and attitudes about personal/social interventions.</p> <p>Outcome- All students will have the check in app on their iPads and utilize the check in during Guidance class.</p>
Timeline: When will our goal be accomplished?	Mid-year data will be collected and compared to the previous school year. Mid-year goals allow for targeted interventions and adjustments to be made for the remainder of the school year, if needed.	By the end of each academic year.	By the end of each academic year.
Summary:	<p>Decrease in chronic absenteeism (defined as students who have missed more than 10 percent of enrolled school days across the academic year. Absences include excused, unexcused, and suspensions).</p> <p>2025-2026 Mid-Year Data: In the Elementary, mid-year data indicates 6.67% of the student population is chronically absent. 8.72% of elementary students were chronically absent for the 2024-2025 school year. Targeted tier 2 and 3 interventions implemented at mid-year.</p>	<p>Increase in evidence collected for individual students' career portfolio, which also shows longitudinal growth.</p> <p>2025-2026 Data: Each class, K-5, is scheduled to have a minimum of two career education and work standards lessons, to generate portfolio evidence. See section 9 for details. This should align with upcoming updates to the CEW standards.</p>	<p>Increase in students' social/emotional awareness.</p> <p>2025-2026 Data: Each student will have to engage in a check-in, during their Guidance Class in the 6-day cycle.</p>

**School District
Program Goals for the 2026-2029 School Cycle
Middle School Level**

	Academic	Career	Personal/Social
Specific: What is the specific issue based on school data?	District data indicates a need to improve student attendance.	The school counselor will visit the 6th and 7th grade classrooms, at least two times per year, to generate pieces of evidence for the PA Career Ready Index. The school counselor will continue to teach all 8th grade students in a semester-long Career and Social Skills class.	Data indicates that 2 students are attending the FM CATS cyber academy and 8 students are attending other cyber-charter schools.
Measurable: How will we measure the effectiveness of our interventions?	Absentee data will be pulled from our database (CSIU), and sorted by students who have been absent >10% of total enrolled days.	Data will be measured based on counselor calendar and attendance, as well as career artifacts collected to meet CEW standards.	Cyber-charter and FM CATS enrollments will be tracked with the expectation that, as the school climate and student connections improve, cyber enrollment will decrease as in-building enrollment increases.
Attainable: What outcome would stretch us but is still attainable.	Decreasing the yearly percentage by 1% sets both a realistic and challenging expectation.	90% of students will have at least two different pieces of career artifacts to contribute to their portfolio.	A decrease in cyber enrollment by 3% over the three year cycle is both a realistic and challenging expectation.
Results-Oriented: Is the goal reported in result-oriented data (process, perception and outcome?)	<p>Previous and current mid-year absence totals will be compared to analyze results of interventions.</p> <p>Process- Interventions used include check and connect, attendance groups, SAIP, and daily check-ins.</p> <p>Perception- During SAIP meetings, parents will be encouraged to share their beliefs and attitudes about school attendance.</p> <p>Outcome- Yearly chronic absenteeism percentages will decrease. Outcome will also extend to overall school climate and academic success.</p>	<p>For 6th and 7th grade students, the results will be monitored by the school counselor when tracking guidance lessons provided and keeping accurate attendance. For 8th grade, class participation and assignment/activity completion will be recorded in the online teacher gradebook.</p> <p>Process- Interventions used include attendance tracking, scheduling, and gradebook record-keeping. 8th grade course materials will be posted in Schoology.</p> <p>Perception- During advisory council meetings, parents will be encouraged to share their beliefs and attitudes about school career education and work standards. 8th grade parents will have access to course materials through Schoology.</p> <p>Outcome- All students will meet Career Education and Work Standards, as defined by the PA Career Ready Index.</p>	<p>Previous and current year student cyber enrollment totals will be compared to analyze results of interventions.</p> <p>Process- Interventions used will include individual counselor check-ins, classroom lessons, small groups, and SAP referrals as appropriate. The school counselor will select monthly themes and incorporate these themes into weekly announcements, bulletin boards, and, at least once monthly, interactive activities during the lunch periods.</p> <p>Administration will reach out to families of students enrolled in cyber charter schools prior to the start of each school year to invite these students back to in-building instruction.</p> <p>Perception- During advisory council meetings, students and parents will be encouraged to share their beliefs and attitudes about school climate and monthly themes and activities. Parents will also have access to this information through Facebook and Schoology.</p>
Timeline: When will our goal be accomplished?	Mid-year data will be collected and compared to the previous school year. Mid-year goals allow for targeted interventions and adjustments to be made for the remainder of the school year, if needed.	By the end of each academic year.	Yearly data will be collected and compared to the previous school year, providing the opportunity to make adjustments as needed. The 3 year goal allows cyber students time to decide to return to in-building instruction and complete the re-enrollment process after they experience the change in school climate through their extra-curricular participation and peer reports..

**School District
Program Goals for the 2026-2029 School Cycle
High School Level**

	Academic	Career	Personal/Social
Specific: What is the specific issue based on school data?	District data indicates a need to improve student attendance.	The school counselor will hold a student and parent informational night, communicate with students and families via Schoology and Teams, and visit classrooms across grades 9-12 to ensure students and parents are aware of the new state graduation pathways and requirements.	Data indicates that 6 students are attending the FM CATS cyber academy and 26 students are attending other cyber-charter schools.
Measurable: How will we measure the effectiveness of our interventions?	Absentee data will be pulled from our database (CSIU), and sorted by students who have been absent >10% of total enrolled days.	Data will be measured based on counselor calendar and attendance, informational night sign-in, and lists of Schoology/Teams members.	Cyber-charter and FM CATS enrollments will be tracked with the expectation that, as the school climate and student connections improve, cyber enrollment will decrease as in-building enrollment increases.
Attainable: What outcome would stretch us but is still attainable.	Decreasing the yearly percentage by 1% sets both a realistic and challenging expectation.	100% of students will meet at least one state graduation pathway's requirements.	A decrease in cyber enrollment by 3% over the three year cycle is both a realistic and challenging expectation.
Results-Oriented: Is the goal reported in result-oriented data (process, perception and outcome?)	<p>Previous and current mid-year absence totals will be compared to analyze results of interventions.</p> <p>Process- Interventions used include check and connect, attendance groups, SAIP, and daily check-ins.</p> <p>Perception- During SAIP meetings, parents will be encouraged to share their beliefs and attitudes about school attendance.</p> <p>Outcome- Yearly chronic absenteeism percentages will decrease. Outcome will also extend to overall school climate and academic success.</p>	<p>The results will be monitored by the school counselor when tracking guidance lessons provided and keeping accurate attendance.</p> <p>Process- Interventions used will include mass messaging, classroom visits, student/parent information nights, and updating of the district program of studies.</p> <p>Perception- Parents will be able to discuss their understanding and beliefs regarding state requirements during information nights and advisory council meetings. Parents will also be able to directly contact the school counselor.</p> <p>Outcome- All students will meet state graduation pathway requirements by the end of their senior year.</p>	<p>Previous and current year student cyber enrollment totals will be compared to analyze results of interventions.</p> <p>Process- Interventions used will include individual counselor check-ins, classroom lessons, small groups, and SAP referrals as appropriate. The school counselor will select monthly themes and incorporate these themes into weekly announcements, bulletin boards, and, at least once monthly, interactive activities during the lunch periods.</p> <p>Administration will reach out to families of students enrolled in cyber charter schools prior to the start of each school year to invite these students back to in-building instruction.</p> <p>Perception- During advisory council meetings, students and parents will be encouraged to share their beliefs and attitudes about school climate and monthly themes and activities. Parents will also have access to this information through Facebook and Remind.</p>
Timeline: When will our goal be accomplished?	Mid-year data will be collected and compared to the previous school year. Mid-year goals allow for targeted interventions and adjustments to be made for the remainder of the school year, if needed.	By the end of each academic year.	Yearly data will be collected and compared to the previous school year, providing the opportunity to make adjustments as needed. The 3 year goal allows cyber students time to decide to return to in-building instruction and complete the re-enrollment process after they experience the change in school climate through their extra-curricular participation and peer reports.

9. Individualized Academic & Career Process and Portfolio

Section One: Career Development Intervention Chart: Tier One Interventions

Grade	CEW 13.1 Career Awareness	CEW 13.2 Career Acquisition	CEW 13.3 Career Retention	CEW 13.4 Entrepreneurship
K	<ul style="list-style-type: none"> • 13.1.3 (a) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 13.3.3 (a) 	<ul style="list-style-type: none"> •
1	<ul style="list-style-type: none"> • 13.1.3 (a) 	<ul style="list-style-type: none"> • 13.3.3 (d) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
2	<ul style="list-style-type: none"> • 13.1.3 (a) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 13.3.3 (a,b) 	<ul style="list-style-type: none"> •
3	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 13.3.3 (e) • 13.3.3 (d) 	<ul style="list-style-type: none"> •
4	<ul style="list-style-type: none"> • 13.1.5 (a) • 13.1.5 (f) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
5	<ul style="list-style-type: none"> • 13.1.5 (a) • 13.1.5 (e) • 13.1.5 (g) 	<ul style="list-style-type: none"> • 13.2.5 (b) 	<ul style="list-style-type: none"> • 13.3.5 (d) • 13.3.5 (f,g) • 13.3.5 (e) 	<ul style="list-style-type: none"> • 13.4.5 (a)
6	<ul style="list-style-type: none"> • 13.1.8 (d, h) 	<ul style="list-style-type: none"> • 13.2.8 (a) 	<ul style="list-style-type: none"> • 13.3.8 (b) 	<ul style="list-style-type: none"> •
7	<ul style="list-style-type: none"> • 13.1.8 (a, d) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 13.3.8 (a, d) 	<ul style="list-style-type: none"> •
8	<ul style="list-style-type: none"> • 13.1.8 (a, b, d, f, g) 	<ul style="list-style-type: none"> • 13.2.8 (b, e) 	<ul style="list-style-type: none"> • 13.3.8 (b, c, d) 	<ul style="list-style-type: none"> • 13.4.8 (c)
9	<ul style="list-style-type: none"> • 13.1.1.11 (a, b, g, h) 	<ul style="list-style-type: none"> • 13.2.11 (c) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 13.4.11 (b)
10	<ul style="list-style-type: none"> • 13.1.11 (a, b, e, g, h) 	<ul style="list-style-type: none"> • 13.2.11 (b, c) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
11	<ul style="list-style-type: none"> • 13.1.11 (a, b, h) 	<ul style="list-style-type: none"> • 13.2.11 (c, d) 	<ul style="list-style-type: none"> • 13.3.11 (a) 	<ul style="list-style-type: none"> •
12	<ul style="list-style-type: none"> • 13.1.11 (a, b, g, h) 	<ul style="list-style-type: none"> • 13.2.11 (c, d) 	<ul style="list-style-type: none"> • 13.3.11 (a) 	<ul style="list-style-type: none"> •

Section Two: Academic and Career Plan Process

1. Demographics	Process Description
<ul style="list-style-type: none"> • What grade will the Plan and Portfolio start? 	<ul style="list-style-type: none"> - Career planning/lessons and the portfolio process will start at the Kindergarten level. Career and domain evidence will be kept separated by grade level, kept in hard copy format in the counselor's office, until students reach 5th grade. At the 5th grade level, students will receive individual portfolios, to be kept in the counselor's office. These individual, hard copy portfolios will travel with them to the Middle School. - Students will begin to document future academic and career planning in 6th grade. In 8th grade students and parents/guardians will be invited to schedule transition planning meetings to review the students' Academic and Career Plans. - Student portfolios will be maintained in the middle/high school counselor's office until student graduation, at which time they will be filed with the students' cumulative files in district storage.
<ul style="list-style-type: none"> • Will the plan/portfolio be electronic, hard copy or both? 	<ul style="list-style-type: none"> - The portfolio is hard copy.
<ul style="list-style-type: none"> • Who will be responsible for maintaining the portfolio? 	<ul style="list-style-type: none"> - School Counselors and students are responsible for maintaining the portfolio.
<ul style="list-style-type: none"> • What demographic information will be included on the student portfolio? 	<ul style="list-style-type: none"> - Student name and grade
2. Interventions, Assessments & Decisions	Process Description by Grade based on when the plan starts. What the students can know and do at each grade level and in each strand of the Career Education and Work Standards.
Grade 6	<p>In 6th grade, students will begin to identify interests, abilities, and hobbies. They will learn about the 16 Career Clusters and begin to consider which cluster(s) and pathways within clusters are a match. Data will be collected and stored in SMART Futures. Students are invited to attend a MS specific CTC Open House.</p>
Grade 7	<p>In 7th grade, students will meet individually with the school counselor and will continue to identify interests, abilities, and hobbies and discuss how they have or have not changed since 6th grade. They will revisit the 16 Career Clusters and which cluster(s) and pathways within clusters are a match. Students will learn about soft skills, budgeting, and STEM opportunities through the SMART Futures learning platform. Students are invited to attend a MS specific CTC Open House.</p>
Grade 8	<p>In the semester long 8th grade Career & Social Skills class, students will complete a CCIS-EZ, an O*NET IP, an O*NET WIL, and a learning styles inventory. Students will use these assessments to help inform their HS and career planning. 8th grade students will also begin to utilize Virtual Job Shadow to explore specific jobs and complete a career research activity. CEW Standards will be met, collected/stored in the SMART Futures learning platform. High school scheduling options, such as CTC attendance, Early-to-College options, and Co-Op/Workforce Study participation, will be discussed in class to aid with transition and planning. The senior graduation portfolio requirements are discussed and copies of the checklist are available to students. A military recruiter will come to class as a guest speaker to share military branch and enlistment information. Students and parents/guardians will be invited to participate in transition conferences with the counselor starting in the spring of the 8th grade year into the summer. Students are invited to attend a MS specific CTC Open House.</p>
Grade 9	<p>All 9th grade students are scheduled into a semester long Career Exploration class. In this class students explore postsecondary planning, learn about and create career resources including resumes, cover letters, and lists of personal references/contact information. Students are exposed to local job fields, learn about business plans, and learn about entrepreneurship. They complete a career research paper. All 9th grade students are given a copy of the senior graduation portfolio checklist. The school counselor discusses requirements with students, encourages them to start planning their community service and job shadow experiences, and encourages them to begin to fill a binder with their portfolio documents. 9th grade students receive a presentation on FCCTC and are able to ask FCCTC staff member questions. 9th grade students are invited to apply and interview for the Leadership Franklin County Youth (LFCY) program (participation in 10th grade). All 9th grade students will be scheduled for individual meetings to revisit and revise their academic and career plan.</p>
Grade 10	<p>All 10th grade students are scheduled into a half-credit year-long Employability Skills class. In this class, students learn about workplace behaviors in a Human Services unit, explore careers and complete a Jung Typology test in a Career Development unit, revisit employee behaviors and discuss organizational structures in an Employment Retention unit, learn about risks and safety practices, diversity in the workplace, and drug and alcohol abuse in a Health and Safety unit, revisit resumes and cover letters, practice completing a job application, and discuss job interviews in an Employment Acquisition unit, and practice soft skills in a Communication Development unit. 10th grade students accepted into LFCY attend monthly, out of building meetings/activities during which they learn leadership skills and experience networking opportunities. All 10th grade students complete a career research paper as part of their Literature course. All 10th grade students are invited and encouraged to tour FCCTC and to apply to attend if FCCTC shop offerings match their career plans.</p>

	<p>All 10th grade students are scheduled to take the PSAT, paid for by the district.</p> <p>10th grade students have the opportunity to meet with college admissions representatives.</p> <p>To ensure they remain aware, all 10th grade students are again given a copy of the senior graduation portfolio checklist. The school counselor again discusses requirements with students, encourages them to start planning their community service and job shadow experiences if they have not already, discusses career/college fair and postsecondary visit opportunities, and encourages them to start filling their binder if they have not already begun to do so.</p> <p>All 10th grade students will be scheduled for individual meetings to revisit and revise their academic and career plan.</p>
Grade 11	<p>All 11th grade students complete a career paper as part of their American Literature course.</p> <p>11th grade students may choose to sign up to take the PSAT a second time.</p> <p>11th grade students are able to take the SAT/ACT to begin their college admissions process.</p> <p>All 11th grade students are scheduled to take the ASVAB exam and are subsequently provided with a score interpretation/career planning group meeting with a recruiter.</p> <p>11th grade students have the opportunity to meet with college admissions representatives and are able to talk one-on-one with military recruiters.</p> <p>11th grade students in good academic standing are able to take 1 early-to-college course per semester provided they meet college high school student admission criteria.</p> <p>11th grade students accepted to FCCTC begin training in their chosen field/shop in the spring semester.</p> <p>All 11th grade students will be scheduled for individual meetings to revisit and revise their academic and career plan.</p>
Grade 12	<p>12th grade students are able to take the ASVAB exam a second time.</p> <p>12th grade students are able to talk one-on-one with military recruiters and begin the enlistment process.</p> <p>12th grade students who are attending FCCTC continue their training in their chosen field/shop in the fall semester.</p> <p>12th grade students in good standing for graduation are able to participate in Workforce Study job experiences during the school day.</p> <p>12th grade students in good standing for graduation who have completed 2 semesters at FCCTC are able to participate in a Co-Operative Education program.</p> <p>12th grade students in good academic standing are permitted to take up to 4 early-to-college courses each semester provided they meet college high school student admission criteria.</p> <p>12th grade students compile their required academic, community, and career documents into a senior graduation portfolio to be turned in and reviewed ahead of their senior exit interviews.</p> <p>Every 12th grade student participates in a panel exit interview.</p> <p>All 12th grade students will be scheduled for individual meetings to review graduation requirements and progress, revisit their academic and career plan, and discuss next steps.</p>

Student Development of their Plan: Interventions and decisions by students and families during each grade	
<p>Students engage in learning experiences, to create a foundation of career, work, and education knowledge from grades K-7. During their 8th and 9th grade year, students and families are invited to transition conferences, at which point they begin making career-based decisions for their high school career. In grades 10-12 the plan is continually revisited with students, to ensure scheduling and career planning aligns with current interests and goals.</p>	

3. Parent & 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 & Engagement Strategies
Elementary Parents & Guardians	<p>Students will engage in Academic/Career focused lessons at each grade level during the 6-day cycle guidance lessons. A 4th grade career lesson also directly involves parents/guardians, as the students work to create an occupation-focused family genogram. Parents/guardians are also members of the Advisory Council.</p>

Middle School Parents & Guardians	8th grade parents/guardians are invited to participate in transition conferences to review student academic and career plans. Parent/guardian input will be sought regarding high school scheduling. The school counselor will create grade level Schoology classes as a means to communicate with the entire grade level. Parents/guardians are able to set up parent Schoology accounts to view class and grade-level postings and announcements. Parents/guardians are also members of the Advisory Council.
High School Parents & Guardians	High school parents/guardians are able to set up parent Schoology accounts to view grade-level postings and announcements. Parents/guardians are welcomed to schedule one-on-one meetings with the school counselor to discuss scheduling and postsecondary planning. Parents/guardians are invited to postsecondary planning information nights. Parents/guardians are also members of the Advisory Council.

4. Faculty/Administrator Engagement	What strategies 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 Parents & Guardians	Awareness & Engagement Strategies
Elementary	Educators are invited to participate in the school counseling advisory council. Educators will also be educated on CEW standards.
Middle School	Educators are invited to participate in the school counseling advisory council. Educators will also be educated on CEW standards. The school counselor will collaborate with teachers to facilitate CEW and ASCA standards being addressed within content areas.
High School	Educators are invited to participate in the school counseling advisory council. Educators will also be educated on CEW standards. The school counselor will collaborate with teachers to facilitate CEW and ASCA standards being addressed within content areas.

5. Plan/Portfolio Sustainability and 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?	During middle school years, the students will be introduced to their portfolios in the Smart Futures platform. The plan will be formally reviewed and updated during the 8th grade career and social skills class. The plan will be revisited as needed. Senior Portfolio requirements will be introduced to students in 8th grade during the Career and Social Skills class and reviewed yearly with high school students.
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)?	Students engage in senior exit interviews and a graduation portfolio is completed and reviewed as part of the exit interview process. This graduation portfolio includes specific career readiness artifacts.

Section Three: Student Academic and Career Portfolio Image
Will be transitioning to the digital student portfolio in Smart Futures

Academic & Career Plan		Name: _____ District: Fannett-Metal School District						
Level	Grade	Self-Assessments				Influences	Career Field of Interest	
		Interests	Abilities/Skills	Values/Setting Preference	Learning Style	Hobbies	Career Cluster	Pathway
Middle School	6							
	7							
	8							

Making Some Decisions:

A. My High School Plan is to: Attend the High School Attend FCCTC Take Early to College Courses Co-Op/Workforce Study
(11th/12th Grade) (11th/12th Grade) (12th Grade)

B. My Current Career Cluster Interest Areas Are:

1. _____ 2. _____ 3. _____

C. My Current Pathway Interest Areas Are:

1. _____ 2. _____

D. Possible Courses That I Will Need To Take in High School or the Career Technical Center Connected to My Cluster/Pathway Are:

E. My current post-secondary plans are: 4 Year College 2 Year/Community College Technical School Apprenticeship
 Certification/Diploma Program On the Job Training Not Sure

F. Some possible majors that I would like to pursue are: 1. _____ 2. _____

G. Three Things That I Need to do to Prepare for My Future Area:

1. _____
 2. _____
 3. _____

Scores & Assessments

SCORES AND ASSESSMENTS TO SUPPORT CAREER PREPARATION & READINESS

Grade	Literature Keystone or Benchmark	Algebra Keystone or Benchmark	Biology Keystone or Benchmark			SDS Code	Career Cluster(s)	Pathway
9					Middle School			
10					9			
11					10			
12					11			
					12			

PSAT:

ACT/SAT:

ASVAB Score:

Other:

	Math	Reading		Math	Reading		Fall	Spring
10			11			11		
11			12			12		

Level	Grade	Self-Assessments				Influences	Career Field of Interest	
SECONDARY PLAN OF STUDIES: ASSESSMENTS AND EXPERIENCES TO DETERMINE A CAREER CLUSTER OR PATHWAY								
		Interests	Abilities/Skills	Values/Setting Preference	Learning Style	Activities/Hobbies	Career Cluster	Pathway
High School	9							
	10							
	11							
	12							

Courses	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
SECONDARY PLAN OF STUDIES: MUST INCLUDE ACADEMIC CORE COURSES AND OTHER SELECTED ELECTIVE COURSES CONNECTED TO CHOSEN PATHWAY/CLUSTER								
Grade								
9								
10								
11								
12								

	Post-Secondary Training Plan	Type of School	Name of Schools/Training	Major Area of Study/Program
8				
9				
10				
11				
12				

10. School District Stakeholders Engagement

Students	How students will benefit from the K-12 Guidance Program	How students assist with the delivery of the K-12 Guidance Program
	<p>Students are the primary focus of the school counseling program. The program aims to meet student academic, career, and social/emotional needs.</p> <p>Students are not only recipients of services, but are encouraged to participate in collaboration.</p>	<p>Students contribute to the delivery of the school counseling program through advisory council meetings, volunteer activities, leadership groups and extracurricular activities. All students develop a career-oriented senior project.</p>

Educators	How educators benefit from the K-12 Guidance Program	How educators assist with the delivery of the K-12 Guidance Program
	<p>Educators will be kept informed of career, education, and work (CEW) standards, and how the comprehensive school counseling program enhances opportunities. Educators will contribute by incorporating CEW standards in classroom instruction, being active participants in meetings and student planning, and serving as advocates for students.</p>	<p>Teachers and administrators will play an active role in the delivery of the comprehensive school counseling plan by serving on the advisory council.</p>

Stakeholder: Educator

“Big Idea”	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Connect staff to the Franklin County Career and Technology Program by providing a presentation during an in-service day.	During the 2026-2029 school cycle, staff will participate in an in-service presentation meeting with Franklin County CTC, and how it relates to post-secondary options for students.	13.1.3 13.1.5 13.1.8	K-12	<ul style="list-style-type: none"> Franklin County CTC will conduct a presentation during an in-service. 5th grade students will visit CTC for a tour. 	Post-activity to determine effectiveness of CTC tour.	Aug 2026-Jan 2029
Enhance the school counseling program	During the 2026-2029 school cycle, staff will assist in reviewing the 339 plan.	All ASCA Mindset & Behavior Standards and CEW Standards will be reviewed & discussed	K-12	<ul style="list-style-type: none"> Advisory Council Meeting 	Meeting minutes, with suggestions to be implemented Sign-in sheets	Jan 2026-Jan 2029

Parents	How parents/guardians benefit from the K-12 Guidance Program	How parents/guardians assist with the delivery of the K-12 Guidance Program
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	<p>In an effort to ensure student success, parent/guardian participation is encouraged. Informed parents/guardians are better able to advocate.</p>	<p>Parents/Guardians are included as partners in the comprehensive school counseling plan by serving on the advisory council, participating in parent/teacher conferences, and/or seeking out services as needed. They are kept informed via mailings, websites, Facebook, newsletters, messaging applications (Remind, Schoology), and other means of communication.</p>
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Stakeholder: Parents

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Educate parents about the K-12 Guidance Plan (339)	During the 2026-2029 school cycle, parents will assist in reviewing the 339 plan.	All ASCA Mindset & Behavior Standards and CEW Standards will be reviewed & discussed	K-12	<ul style="list-style-type: none"> Advisory Council Meeting 	Meeting minutes, with suggestions to be implemented Sign-in sheets	Jan 2026-Jan 2029
Educate parents about the school counseling program	During the school year, keep parents informed about lesson content and upcoming events	All ASCA Mindset & Behavior Standards and CEW Standards will be reviewed & discussed	K-12	<ul style="list-style-type: none"> Monthly school counselor newsletter, K-5 Website updates Schoology Alerts/emails 	Newsletter Website Schoology	Ongoing
Educate parents about post-secondary funding options	During the 2026-2029 school cycle, provide a PHEAA Information night and FAFSA Completion night for students/parents	All CEW Standards	10-12	<ul style="list-style-type: none"> PHEAA Informational Nights 	Attendance Sheet	Aug 2026-Jan 2029

Business & Community	How business/community partners benefit from the K-12 Guidance Program	How business/community partners assist with the delivery of the K-12 Guidance Program
	<p>The school district is essentially the hub of the community; therefore, every effort will be made to collaborate with members of the community to enhance student education. Events, such as job fairs, job shadowing, and cooperative education experiences are organized to encourage business/community involvement. Community-based partnerships/alliances are an essential part of our comprehensive school counseling program.</p>	<p>Business owners and community members participate in the advisory council, and function as active participants in the senior project process, which exposes students to local opportunities. Consultation and collaboration with community agencies affords our students access to school-based mental health services and systematic processes which mobilize school resources and remove barriers to learning. Incorporating community support as part of the counseling program and advisory council, allows for a community-school partnership which benefits all stakeholders involved.</p>

Stakeholder: Business/Community

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
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Educate business/community members about the Comprehensive Guidance Plan (339)	During the 2026-2029 school cycle, community members will assist in reviewing the 339 plan.	All ASCA Mindset & Behavior Standards and CEW Standards will be reviewed & discussed	K-12	<ul style="list-style-type: none"> Advisory Council Meeting 	Attendance Sheet	Jan 2026-Jan 2029
Educate students	The local fire department (FMFD 12) and the school district have initiated a collaboration in which the fire department has held a 9-12 information session with follow up Explorer Program training to interested students.	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	9-12	<ul style="list-style-type: none"> Explorer Program (FMFD 12) 	Attendance Sheet	Jan 2026-Jan 2029

Post secondary	How postsecondary partners benefit from the K-12 Guidance Program	How postsecondary partners assist with the delivery of the K-12 Guidance Program
	Students are connected to post-secondary opportunities throughout the year. This includes meeting with college/technical school and service representatives, attending college fairs, and visiting secondary campuses/open houses. Financial aid events are offered to students and parents, to enhance the understanding of funding opportunities.	By participating on the advisory board, post-secondary representatives will enhance understanding of existing opportunities following high school.

Stakeholder: Postsecondary

"Big Idea"	Program Goals	Standards	Grade Level	Activities Interventions	Data	Timeline
Educate parents/students on financial aid and scholarship opportunities	During the 2026-2029 School cycle, parents and students will receive scholarship and financial aid information	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	12	<ul style="list-style-type: none"> Remind notifications 	Remind notifications	Ongoing
Provide early to college opportunities	During the 2026-2029 school cycle, students will be able to take college classes through Allegany College of Maryland and other local institutions.	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	10-11 (information) 11-12 (scheduling)	<ul style="list-style-type: none"> School Counselor will host an informational night to introduce early to college opportunities. Postsecondary Education staff will visit Fannett-Metal to explain program opportunities and assist with student scheduling. 	Attendance sheet Transcript Schedule	Information night each Spring. Scheduling and registration Spring and Fall.

11. School Guidance Program K-12 Advisory Council

Stakeholder Group	Name	Title & Organization	Attendance Meeting #1	Attendance Meeting #2
Student				
5th Grader	Forrest McMath	<i>Elementary School</i>		
8th Grader	Arielle Diem	<i>Middle School</i>		
9th Grader	Haley O'Donnell	<i>High School</i>		
11th Grader	Colton Daniel	<i>High School</i>		
Parent & Guardian				
Elementary	Oliva Lear	<i>Parent</i>		
Middle School	Amanda Jones	<i>Parent</i>		
High School	Kelly Doyle	<i>Parent</i>		
Educator & Administrator				
Educator	Fisher Hobble	<i>Elementary Teacher</i>		
Educator	Josh Boos	<i>Secondary Teacher</i>		
Administrator	Stephanie Shoemaker	<i>Elementary Principal</i>		
Administrator	Todd Best	<i>Secondary Principal</i>		
Administrator	Jim Hogue	<i>Director of Student Service and Special Education</i>		
Business & Community Agency				
Community Agency	Jackie DeShong	<i>TrueNorth, Counselor</i>		
Community Agency	Kira Coy	<i>Healthy Community Partnerships, Counselor</i>		
Business	Annette Thompson	<i>Fannettsburg Inn, Owner</i>		
Business	Jessica McMullen	<i>PDM Insurance, Manager</i>		
Postsecondary				
Postsecondary	Ryan Kolanda	<i>Ssg, Army National Guard</i>		
Postsecondary	Barbera Zuchelli	<i>Allegany College Rep.</i>		
Postsecondary	Shawn Wiley	<i>Penn State University Rep.</i>		
Postsecondary	Brad Truax	<i>Workforce Study</i>		

School District 12. Career and Postsecondary Resources

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

Organizations & Agencies

<i>Intermediary Organizations: Connecting, Collaborating, Convening Organizations</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Franklin County Career and Technology Center	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	<ul style="list-style-type: none"> ● Agriculture, Food, & Natural Resources ● Architecture & Construction ● Arts, A/V Technology & Communications ● Business Management & Administration ● Finance ● Health Sciences ● Hospitality & Tourism ● Human Services ● Information Technology ● Manufacturing ● Marketing ● STEM ● Transportation, Distribution, & Logistics
Lincoln Intermediate Unit #12	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	<ul style="list-style-type: none"> ● All 16 Career Clusters
Franklin County Cooperative Education Consortium	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	<ul style="list-style-type: none"> ● All 16 Career Clusters

<i>Umbrella Organizations: Organizations that represent a large group of business organizations with a common mission</i>		
Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Chambersburg Chamber of Commerce	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> ● Government & Public Administration ● Finance ● Hospitality & Tourism ● Human Services ● Law, Public Safety, Corrections, & Security

United Way of Franklin County	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> • Human Services
Keystone Health	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> • Health Science • Human Services • Information Technology • Law, Public Safety, Corrections, & Security • Marketing • Science, Technology, Engineering, & Mathematics • Transportation, Distribution, & Logistics
Summit Health	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> • Health Science • Human Services • Information Technology • Law, Public Safety, Corrections, & Security • Marketing • Science, Technology, Engineering, & Mathematics • Transportation, Distribution, & Logistics

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

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Healthy Franklin County	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> • Health Science
Healthy Community Partnerships	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> • Human Services
Franklin County Area Development Corporation	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	<ul style="list-style-type: none"> • All 16 Career Clusters
Franklin County Government	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> • Government and Public Administration
Fannett Township Fire Company	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> • Law, Public Safety, Corrections & Security
Metal Township Fire Company	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> • Law, Public Safety, Corrections & Security

Networking Opportunities

Individual Contacts: Contacts acquired through networking and interaction

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Laura McCusker <lammccusker@iu12.org>	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> • All 16 Career Clusters
Christina McLaughlin <cmmclaughlin@iu12.org>	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> • All 16 Career Clusters

Lori Ebersole <EBERSOLE.LORI@franklinctc.com> Brenda Kimple <BRENDA.KIMPLE@franklinctc.com>	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	<ul style="list-style-type: none"> All 16 Career Clusters
Angela Austin <aaustin5@wellspan.org>	13.1 career awareness & preparation 13.2 Career Acquisition	<ul style="list-style-type: none"> Health Science
Melissa Gosnell <magosnell@iu12.org>	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> Human Services Transportation, Distribution, & Logistics Law, Public Safety, Corrections & Security Government & Public Administration
SSG Jamie Klenzing <jamie.l.klenzing.mil@army.mil>	13.1 career awareness & preparation 13.2 Career Acquisition	<ul style="list-style-type: none"> Government and Public Administration Law, Public Safety, Corrections & Security

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

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Fannett-Metal Education Foundation	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> Workforce, College, Military
Fannett-Metal Parent Teacher Organization	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> Workforce, College, Military
Friends of Fannett-Metal Athletics (FOFMA)	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> Workforce, College, Military

Community Events: *Conferences, Workshops, Grand Openings*

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
PHEAA Financial Aid Events	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> Workforce, College, Military
College & Career Fairs	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> Workforce, College, Military
Back to School Night	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention	<ul style="list-style-type: none"> Workforce, College, Military

Online & Other Resources

Internet Based Links: *Websites educating others and promoting career development and related topics*

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
PA Career Zone (pacareerzone.org)	13.1 career awareness & preparation	<ul style="list-style-type: none"> All 16 Career Clusters
Advance CTE (careertech.org)	13.1 career awareness & preparation	<ul style="list-style-type: none"> All 16 Career Clusters

Smart Futures (smartfutures.org)	13.1 career awareness & preparation 13.2 Career Acquisition 13.3 Career Retention 13.4 Entrepreneurship	<ul style="list-style-type: none"> All 16 Career Clusters
Everfi	13.1 career awareness & preparation	<ul style="list-style-type: none"> All 16 Career Clusters
JA Digital Yes!	13.1 career awareness & preparation 13.3 Career Retention	<ul style="list-style-type: none"> All 16 Career Clusters STEM Specific Lessons

Media & Advertising: *Various marketing methods that provide contacts, career awareness, ideas and workforce information*

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
The Valley Log (Newspaper)	13.1 career awareness & preparation	<ul style="list-style-type: none"> Workforce, College, Military
Franklin County Shopper (Newspaper)	13.1 career awareness & preparation	<ul style="list-style-type: none"> Workforce, College, Military
StudentScholarships.org	13.1 career awareness & preparation	<ul style="list-style-type: none"> All 16 Career Clusters

Publication & Documents: *Hard copy materials that offer contacts and career/workforce information*

Resource Type	CEW Strand(s) 13.X	Career Cluster or District Pathway
Exploring Careers: The ASVAB Career Exploration Guide	13.1 career awareness & preparation	<ul style="list-style-type: none"> All 16 Career Clusters
Futures: Life in the Military	13.1 career awareness & preparation	<ul style="list-style-type: none"> Government and Public Administration
PA Student Aid Guide: How to Pay for College	13.1 career awareness & preparation	<ul style="list-style-type: none"> All Career Clusters

Post-Secondary Options

Postsecondary Options: *Colleges, Apprenticeships, Military, Vocational Training*

Resources	Description	CEW Strand(s) 13.X	Career Cluster or District Pathway
CollegeBoard	College search website	13.1 career awareness & preparation	<ul style="list-style-type: none"> All 16 Career Clusters
Plumbers & Pipefitters Local Union #520	Joint Apprenticeship & Training	13.1 career awareness & preparation 13.2 Career Acquisition	<ul style="list-style-type: none"> Architecture and Construction

School District

13. Career and Technology Center Strategies

Student Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
5	CTC Visit	FCCTC	<ul style="list-style-type: none"> Attendance Sheet Post visit worksheet Post visit discussion/feedback 	Day visit in May	FCCTC	Coral McMath Lori Ebersole
6-8	CTC Open House	FCCTC	<ul style="list-style-type: none"> Attendance report from FCCTC Open House 	Evening Open House in November	FCCTC	Michelle Moore Lori Ebersole
8	CTC Website Exploration	School Counselor	<ul style="list-style-type: none"> Smart Futures "Explore your CTC" lesson 	November	Classroom	Michelle Moore
9	CTC Informational Assembly	FCCTC	<ul style="list-style-type: none"> Attendance sheet Applications received 	Single Day contact in March	Fannett-Metal Gym	Michelle Moore Lori Ebersole
10	CTC Tour	FCCTC	<ul style="list-style-type: none"> Attendance sheet Applications received Feedback survey 	Day visit in November	FCCTC	Michelle Moore Lori Ebersole
10	CTC Application Reminders & Support	School Counselor HS Learning Support Teacher	<ul style="list-style-type: none"> Applications received; reviewed with site data through FCCTC 	September through January 10th	Classrooms Counseling Office	Michelle Moore Tom Otis

Parent Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
K-12	Advisory Council Meeting	School Counselors	<ul style="list-style-type: none"> Attendance Sheet Feedback Discussion Policy changes/updates 	Ongoing	Elementary LGI	Michelle Moore Coral McMath
6-8	CTC Open House	FCCTC	<ul style="list-style-type: none"> Attendance report from FCCTC Observations Feedback 	Evening Open House in November	FCCTC	Michelle Moore Lori Ebersole
8-10	IEP Meeting Discussions	School Counselor HS Learning Support Teacher FCCTC	<ul style="list-style-type: none"> Attendance sheet Student schedules Transition plans Changes/updates 	Ongoing	Conference/ Meeting rooms	Michelle Moore Tom Otis
10	CTC Application Reminders	School Counselor School Secretary	<ul style="list-style-type: none"> Facebook Announcements Classroom visits/discussion Application site data through FCCTC 	September through January 10th	Classrooms, Remind, Facebook	Michelle Moore Tina Neil

Educator Awareness

Grade(s)	Intervention / Program / Events	Stakeholder Delivering	Data Used (Success Indicator)	Beginning & End	Location	Contact Person
K-12	FCCTC Presentation	FCCTC	<ul style="list-style-type: none"> • Attendance Sheet • Survey 	Once per 3-year cycle	Elementary LGI	Michelle Moore Coral McMath Brenda Kimple
K-12	Advisory Council Meeting	School Counselors	<ul style="list-style-type: none"> • Attendance Sheet • Feedback/Discussion • Survey • Policy changes/updates 	Once per year	Elementary LGI	Michelle Moore Coral McMath
K-12	Electronic Flyers	School Counselors	<ul style="list-style-type: none"> • Student application acceptance and completion rates 	November, May	Email	Michelle Moore Coral McMath
K-12	Administrative Meetings	FMSD Administrators	<ul style="list-style-type: none"> • Feedback • Discussion • Policy Changes 	7 times per year	Administration Building	Todd Best
K-5	FCCTC Counselor Meeting	FCCTC	<ul style="list-style-type: none"> • Discussion • Policy Changes 	Once per year	Virtual	Coral McMath
6-12	FCCTC Counselor Meeting	FCCTC	<ul style="list-style-type: none"> • Discussion • Policy Changes 	3 times per year	FCCTC	Michelle Moore

Fannett-Metal Area School District sends students to Franklin County Career Technical Center (FCCTC) to participate in any of the academies offered: Construction, Health Sciences, Sales and Human Services, STEM and Manufacturing, and Transportation.

Strategies for increasing attendance rates, increasing retention and graduation rates, increasing academic performance, along with decreasing disciplinary infractions among Fannett-Metal students include increased career services, increased awareness of program offerings, and increased stakeholder involvement. Fannett-Metal School District rejoined the Franklin County Consortium in order to ensure students are afforded an opportunity to enroll in each shop program offered at FCCTC (guaranteed one spot in each of the 27 shops). This has increased opportunities and enrollments, which positively impacts stakeholder/community involvement and student opportunities for post-secondary success. Fannett-Metal School District also coordinates with FCCTC staff to allow for additional opportunities that could arise if any of the 27 shop spots are not being utilized.