



KANE AREA SCHOOL DISTRICT

339 Guidance Plan

2026-2029

Developed and Prepared by:

Annalisa Ryding, High School Counselor

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Jeannine Kloss, Superintendent

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Role of the School Counselor

Advisory Council

KASD School Counselor Job Description

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Annual Career Guidance Services Stakeholder Meeting

339.32(10) Follow Up Studies **131**

Life Tracks Survey System

KASD SCHOOL COUNSELORS AND ASSIGNMENTS

- Annalisa Ryding – Kane High School, Lead Counselor
- Jennifer Sleeman – Kane Middle School
- Darcy Schauman – Kane Elementary School

MISSION

The mission of the Kane Area School District School Counseling Program is to engage and empower all students by providing a safe, collaborative, and comprehensive program that fosters academic success, career exploration, and social-emotional growth, preparing them to thrive as future-ready citizens.

CAREER & TECHNICAL EDUCATION PROGRAM

Seneca Highlands Career and Technical Center

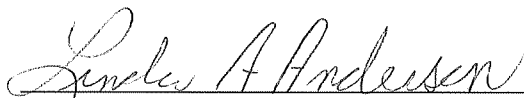
219 Edison Bates Drive

Port Allegany, PA 16743

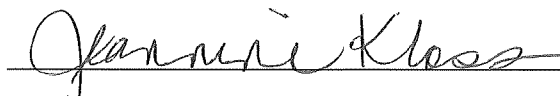
814-642-2573

BOARD APPROVED

Date: 3/12/20



Board President



Chief School Administrator

Kane Elementary Monthly Counseling Calendar

July	January
Academic:	Academic:
Career:	Career: Career Inventory Checklist
Personal/ Social:	Personal/ Social: Types of Communication Styles
August	February
Academic: Introduction to Guidance Lessons	Academic: Reviewing the academic year
Career:	Career: Xello: Learning Paths
Personal/Social: Contact SAP parents and confirm permission	Personal/Social: Bullying Prevention
September	March:
Academic: What is a career	Academic:
Career: Introduce to Xello	Career: Xello Job Interests
Personal/Social: Set classroom expectations; Introduce and Remind about PBIS	Personal/ Social: Zones of Regulation
October	April
Academic: Academic Self Image	Academic:
Career: Tour of Career Town	Career: Xello: Facing Big Challenges
Personal/Social: Communication and Active listening Blocks. Red Ribbon Week	Personal/ Social: Overcoming Obstacles
November	May
Academic:	Academic:
Career: Create Career Avatar	Career: Closing Xello Grade Level/ Missions. Safety Day and week
Personal/Social: Introduce Mind-Up	Personal/ Social: Overcoming Obstacles Continued. Mental Health Awareness
December	June
Academic: Student of the Month	Academic:
Career:	Career:
Personal/ Social: Why Kindness Matters	Personal/ Social: Complete annual SAP report

Kane Elementary Ongoing Counseling Activities

Counselor Related	Non-Counselor Related
Academic Monitoring	Lunch Duty
Behavior Monitoring	Dismissal Duty
MTSS Meetings	Field Trip Chaperone
SAP Meetings	
Crisis Response	
IEP Meetings	
Peer Relationships	
One On One Counseling	
Small Group Counseling	
Large Group Counseling	
Threat Assessment Team	
Collaborating with outside agencies	

Middle School Monthly Counseling Calendars

July	August
Academic	Academic: Student scheduling Parent Orientation Night
Career	Career: Review Career Readiness evidence collection process with students & parents
Personal/Social	Personal/Social: Read/document incoming 6 th grade files; Contact newly enrolled students & offer tour of building; Grade level class meetings held to present expectations
September	October
Academic: Schedule monthly classroom guidance lessons & map out monthly themes. Lesson topic: Suicide prevention awareness	Academic Classroom lesson topic: Bullying Education & Prevention; Progress monitoring at close of marking period.
Career: College & Career Readiness Month – If I Weren't A Teacher, What Would I Be?	Career IU9 School Counselor Meeting
Personal/Social: Schedule SAP/MH collaboration meetings for the year; Campaign for SAP team members; Open House	Personal/Social PAYS Survey; anti-bullying morning announcements
November	December
Academic Parent/Teacher Conference Day	Academic Classroom Lesson Topic: Reflection & goal setting
Career National Career Development Month	Career Begin compiling & documenting career evidence for current school year
Personal/Social Deliver food baskets & turkeys to selected students' homes. Classroom Lesson Topic: gratitude & thankfulness	Personal/Social Classroom lesson topic: Human trafficking, grooming, exploitation, & harassment

January	February
Academic: Send failure/at-risk letters at end of semester	Academic: Follow-up to 8 th grade scheduling meetings; discuss concept of GPA in HS
Career: Continue career evidence collection	Career: 8 th grade Transition Meetings & scheduling for 9 th grade with HS counselor
Personal/Social: Resilience, growth, & conflict resolution	Personal/Social: National School Counseling Week; Classroom guidance topic: kindness & empathy
March	April
Academic: PSSA preparation	Academic: PSSA administration
Career: College Knowledge	Career: Submit 8 th grade Career Benchmark report to PIMS coordinator.
Personal/Social: Classroom lesson topic-Types of communication & Problem solving in real life and the workplace	Personal/Social: Classroom lesson topic- Test anxiety; stress management
May	June
Academic: Gather teacher recommendations for ELA & math placements; Attend special ed transition meetings for incoming 6 th graders.	Academic
Career: 5 th grade tours of middle school	Career
Personal/Social: Submit annual SAP report; Classroom lesson topic- Transitions, Goal Setting, & Responsibility	Personal/Social

Kane Middle School Ongoing Counseling Activities

Counselor Related	Non-Counselor Related
Enrollment/Withdrawal documentation	Cover classes when substitutes are unavailable
Student Assistance Program coordination	Compile student information for Social Security
Crisis Management	Cover front office when
Complete Threat Assessments	
Attend grade level team meetings	
Attend biweekly Student Services meetings	
Conduct Suicide Risk Assessments	
Attend Student Attendance Improvement Plan (SAIP) meetings	
Participate in treatment review meetings for students in placement	
Coordination with CYS to monitor cases	
PBIS Committee	
Academic Progress Monitoring	

Course: Career Education

Grade Level: 8

Delivery: In-person instruction, during a 57-minute period every other day for one quarter of the school year, with all materials and assignments delivered via Google Classroom

1. Course Overview

This course is designed to introduce eighth grade students to career awareness, exploration, and preparation aligned with the Pennsylvania CEW Standards (13.1–13.4). Lessons build connections between academic skills, personal interests, and future career opportunities while promoting decision-making, goal setting, and workplace readiness. Instruction is interactive and project-based, with students engaging in reflection, role play, research, and financial literacy simulations. Note: As the school district transitions to Xello similar activities may be substituted utilizing Xello content.

2. Lesson Details with Standards

Career Awareness & Self-Exploration

- **Classroom Rules** – Students co-create classroom norms tied to professional behaviors and career readiness skills.
Standards: 13.3.8.A, 13.3.8.F
- **True Colors** – Personality assessment activity connecting traits to possible career paths.
Standards: 13.1.8.A–F, 13.1.8.H, 13.3.8.F
- **Who R U?** – Students complete self-inventories to identify strengths, interests, and links to career clusters.
Standards: 13.1.8.A–I, 13.2.8.B, 13.3.8.D
- **School & Career Q&A** – Students reflect on how academic subjects connect to workplace roles.
Standards: 13.1.8.A–F, 13.3.8.A

- **Flying High & I'm a Baker** – Exploration of specific career pathways and educational requirements.
Standards: 13.1.8.I, 13.4.8.B
-

Career Research & Preparation

- **Career Blookets** – Interactive game reinforcing career clusters, knowledge and decision-making.
Standards: 13.1.8.G, 13.2.8.C–E, 13.3.8.B
 - **Virtual Career Café** – Students explore local, real life, career videos and research professional roles.
Standards: 13.1.8.G, 13.3.8.D, 13.4.8.B
 - **Safe Online Surfing (SOS)** – FBI Internet safety module emphasizing safe, effective research strategies.
Standards: 13.1.8.G, 13.3.8.E
 - **Summer Job Guide** – Identifying skills, applications, and processes for seasonal employment.
Standards: 13.2.8.B, 13.3.8.A, 13.3.8.D
 - **Soft Skills Project** – Students role-play interviews and workplace communication scenarios.
Standards: 13.2.8.F, 13.3.8.C, 13.3.8.F
-

Career Retention, Lifestyle & Financial Literacy

- **Compare & Contrast** – Students analyze how their personal choices and behaviors affect professional success and outcomes.
Standards: 13.1.8.H, 13.3.8.E, 13.3.8.F
- **Be a Goal Getter** – Goal-setting project with short and long term academic/career targets.
Standards: 13.1.8.H, 13.3.8.D, 13.3.8.E

- **Facts & Myths About Budgets** – Exploring money management, budgeting, and common misconceptions.
Standards: 13.1.8.J, 13.3.8.D, 13.3.8.E
 - **Jump\$tart Reality Check** – Students simulate lifestyle budgets connected to different career choices.
Standards: 13.1.8.H, 13.1.8.J, 13.2.8.C–E, 13.3.8.E
 - **Jump\$tart Decisions** – Financial literacy activity where students evaluate workplace/life choices.
Standards: 13.1.8.J, 13.3.8.E, 13.4.8.C
-

Workplace Communication, Teamwork & Entrepreneurship

- **How to Talk to Anyone** – Communication role-play activity on active listening and workplace dialogue.
Standards: 13.2.8.A, 13.3.8.B, 13.3.8.C
 - **Should Teens Earn Less?** – Students debate wage equity and its implications on youth employment.
Standards: 13.1.8.J, 13.3.8.F, 13.4.8.C
 - **Letter to an Elder** – Reflection on generational differences in career pathways and community impact. Finished cards are sent to a local nursing home to uplift community members' spirits.
Standards: 13.3.8.F, 13.4.8.D
 - **The Payoff** – Online simulation highlighting entrepreneurship, financial risks, and rewards.
Standards: 13.2.8.G, 13.4.8.A, 13.4.8.C, 13.4.8.D
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3. CEW Standards Matrix

CEW Standard:	Where Addressed in Course:
13.1.8.A–F	True Colors Who R U? School & Career Q&A
13.1.8.G	Career Blookets Virtual Career Café Safe Online Surfing
13.1.8.H	True Colors Compare & Contrast Be a Goal Getter Jump\$tart Reality Check
13.1.8.I	Flying High & I’m a Baker Who R U?
13.1.8.J	Should Teens Earn Less? Facts & Myths About Budgets Jump\$tart Reality Check Jump\$tart Decisions
13.2.8.A	Classroom Rules How to Talk to Anyone
13.2.8.B	Who R U? Summer Job Guide
13.2.8.C–E	Career Blookets Who R U? Jump\$tart Reality Check
13.2.8.F	Soft Skills Project
13.2.8.G	The Payoff
13.3.8.A	Classroom Rules School & Career Q&A Summer Job Guide
13.3.8.B	Career Blookets How to Talk to Anyone

CEW Standard:	Where Addressed in Course:
13.3.8.C	How to Talk to Anyone Soft Skills Project
13.3.8.D	Who R U? Virtual Career Café Be a Goal Getter Summer Job Guide Facts & Myths About Budgets
13.3.8.E	Safe Online Surfing Compare & Contrast Be a Goal Getter Facts & Myths About Budgets Jump\$tart Reality Check Jump\$tart Decisions
13.3.8.F	Classroom Rules True Colors Compare & Contrast Soft Skills Project Should Teens Earn Less? Letter to an Elder
13.4.8.A	The Payoff
13.4.8.B	Virtual Career Café Flying High & I'm a Baker
13.4.8.C	Should Teens Earn Less? Jump\$tart Decisions The Payoff
13.4.8.D	The Payoff Letter to an Elder

High School (Grades 9-12) Monthly Counseling Calendar

July	January
Academic: Building student schedules and advising students and parents regarding scheduling. Monitoring and documenting summer school completion and grades.	Academic: Updating transcripts for first half of the year, reviewing failure list for 2 nd marking period. Scholarship meeting for seniors. Scheduling meetings for all students grades 8-11 to discuss graduation requirements and course requests for the following year. Collaborating and coordinating with local scholarship donors.
Career: Confirm CTC rosters and coordinate with CTC administration.	Career: Meeting with seniors to discuss scholarships and post-secondary paths.
Personal/Social:	Personal/Social: Individual meetings with freshman to discuss adjustment to HS
August	February
Academic: Advising students regarding schedules and schedule changes. Class Meetings (9-12) and Freshman Orientation. Conducting individual orientations for new students.	Academic: Individual meetings with Sophomores to review classes, grades, and attendance. Assisting seniors with scholarship applications. Receiving, organizing, and preparing local scholarships.
Career: Discussion about schedules and the relation of their classes to future goals.	Career:
Personal/Social: Class meetings and freshman orientation. Schedule SAP and MH meetings and collaborate with SAP team members to discuss a plan for the year.	Personal/Social: Transition meeting with 8 th grade class.
September	March
Academic: Attending and assisting with Open House. Coordinating the College and Career Fair. Coordinating with AP teachers and students. Individual meetings with Seniors to review transcripts and graduation requirements. Assisting students with College applications, completing recommendation letters, and sending transcripts. Attend PHEAA workshop.	Academic: Coordinating and proctoring SATs. Scheduling for the upcoming year with students grades 8-11. Assist in coordinating and chaperoning a field trip to the Career and Technical Center. Receiving, organizing, and preparing local scholarships. Assisting seniors with completing scholarship applications.
Career: Individual meetings with Seniors to review future goals. Planning and coordinating the College and Career Fair. Assisting students with College applications, completing recommendation letters, and sending transcripts.	Career: Coordinating and proctoring SATs. Career Fair. Assist in coordinating and chaperoning a field trip to the Career and Technical Center. Mock Interviews.

Personal/Social: Individual meetings with seniors.	Personal/Social:
October	April
Academic: Coordinating and proctoring the SAT and PSAT exams. Financial Aid information night. FAFSA Completion Night. Assisting seniors with college applications, completing recommendation letters, and sending transcripts. Assist in planning and preparation of Winter Keystone exams.	Academic: Individual meetings with Freshman to review classes, grades, and attendance. Coordinating AP Exams. Meeting with seniors at risk of not graduating to create intervention plans. Receiving, organizing, and preparing local scholarships. Assisting seniors with completing scholarship applications.
Career: Coordinating and proctoring of the ASVAB tests. Coordinate and conduct Mock Interviews for 11 th graders.	Career:
Personal/Social: Red Ribbon Week, I-Safe Training	Personal/Social:
November	May
Academic: Review students on failure list for the first marking period. Assisting seniors with college applications and completing recommendation letters. Parent/Teacher Conferences	Academic: Meeting with students and parents regarding next year's schedules. Proctoring and assisting with coordinating Keystone exams. Proctoring and coordinating AP Exams. Review and finalize graduation list. Meet with students not graduating. Assist with the planning and coordination of the graduation ceremony.
Career: ASVAB Career Exploration and Score Interpretation Lesson. Coordinate Post-Secondary Fair for 11 th and 12 th grade.	Career: Coordinate Mock Interviews for 11 th graders.
Personal/Social: Parent/Teacher Conferences	Personal/Social: Mental Health Awareness Month activities
December	June
Academic: Individual meetings with Juniors to review transcripts, grades, and attendance. Assisting seniors with college applications and completing recommendation letters. Proctoring and assisting with coordinating Keystone exams.	Academic: Send final transcripts. Contact students/families for summer school options. Order summer school courses.
Career: Individual meetings with Juniors to review transcripts and future goals.	Career:
Personal/Social: Individual meetings with juniors	Personal/Social: Complete annual SAP report

Kane High School Ongoing Counseling Activities

Counselor Related	Non-Counselor Related
Academic monitoring	Lunch Duty
Behavior monitoring	Covering Classes
Short-term individual counseling	Field Trip Chaperone
Mediation/Conflict Resolution peer sessions	
Coordinating SAP referrals, data retrieval, and meetings	
Crisis response and threat assessments	
Attending IEP and SAIP meetings	
Career Explorations Class/Lessons	
Coordinating College/Military/Employer visits	
Coordinating and attending Rotary Student of the Month	
Coordinating student work with teachers, parents, and services during an extended absence	
Coordinating and documenting Act 1 graduation plans	
AP Coordinator	
PSAT Coordinator	
Entering and/or maintaining academic records (creating student schedules, entering records for new students, sending records requests, etc.)	
Assisting with planning and attending College/Career Related Field Trips	
Completing referrals for outside agencies and services	
Tracking and collecting evidence for Career Readiness Benchmarks	

Educational Career Plan

Lesson/Program	Grade(s)	ASCA Domain and/or CEW Standard	Curriculum and Materials	Timeframe	Location	Contact Person
Exploring Career Factors	K- 5	C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivation C:A2.5- Learn to respect individual uniqueness in the workplace C:B1.2- Identify personal skills, interest, and abilities and relate them to current career choice	Xello	Fall	Guidance Lesson	School Counselor
Work Skills and Attitudes	K-5	C:A1. 8 Pursue and develop competency of areas of interest C:A2.5- Learn to respect individual uniqueness in the workplace	Xello	Fall	Guidance Lesson	School Counselor
Work Values	3-5	C:A2.5- Learn to respect individual uniqueness in the workplace C:A1.2- Display positive interest in learning	Xello	Fall	Guidance Lesson	School Counselor
Careers and Lifestyle Costs	K-5	13.1.5 C. Relate the impact of change to both traditional and nontraditional careers C:C1.4 Understanding that the changing workplace	Xello	Fall/Spring	Guidance Lesson	School Counselor

		requires lifelong learning and acquiring new skills				
Defining Success	5	13.1.11 Career Acquisition and Preparation	Safety Day	Spring	Event/ Gym	School Counselor/ Stakeholders
Xello Lesson: School Subjects at Work	6	13.1.8 13.3.8	Xello	November	W.I.N. Period – Guidance Lessons	School Counselor
Xello Lesson: Discovering Learning Pathways	7	13.1.1	Xello	November	W.I.N. Period - Guidance Lessons	School Counselor
Xello Lesson: My Personality Styles	8	13.1.8 13.1.11	Xello	November	W.I.N. Period – Guidance Lessons	School Counselor
True Colors	8	13.3.8.A 13.1.8.H 13.3.8.F	Worksheet, internet	Semesters 1-4	Career Education course	Career Ed Teacher
Who R U?	8	13.1.8.A-I 13.2.8.B 13.3.8.D	Inventory packet	Semesters 1-4	Career Education course	Career Ed Teacher
School & Career Q&A	8	13.1.8.A-F 13.3.8.A	Internet	Semesters 1-4	Career Education course	Career Ed Teacher
Flying High & I'm A Baker	8	13.1.8.I 13.4.8.B	Internet	Semesters 1-4	Career Education course	Career Ed Teacher

Career Blookets	8	13.1.8.I 13.4.8.B 13.3.8.B	Internet	Semesters 1-4	Career Education course	Career Ed Teacher
Virtual Career Cafe	8	13.1.8.G 13.3.8.D 13.4.8.B	Internet	Semesters 1-4	Career Education course	Career Ed Teacher
Safe Online Surfing (SOS)	8	13.1.8.G 13.3.8.E	Internet	Semesters 1-4	Career Education course	Career Ed Teacher
Summer Job Guide	8	13.2.8.B 13.3.8.A 13.3.8.D	Internet, worksheets	Semesters 1-4	Career Education course	Career Ed Teacher
Soft Skills Project	8	13.2.8.F 13.3.8.C 13.3.8.F	Materials for mock interviews	Semesters 1-4	Career Education course	Career Ed Teacher
Compare & Contrast	8	13.1.8.H 13.3.8.E 13.3.8.F	Packet	Semesters 1-4	Career Education course	Career Ed Teacher
Be A Goal Getter	8	13.1.8.H 13.3.8.D 13.3.8.E	Internet	Semesters 1-4	Career Education course	Career Ed Teacher
Facts & Myths About Budgets	8	13.1.8.J	Packet	Semesters 1-4	Career Education course	Career Ed Teacher
Jump\$tart Reality Check	8	13.1.8.H 13.1.8.J 13.2.8.C-E 13.3.8.E	Internet	Semesters 1-4	Career Education course	Career Ed Teacher
Jump\$tart Decisions	8	13.1.8.J 13.3.8.E 13.4.8.C	Internet	Semesters 1-4	Career Education course	Career Ed Teacher

How to Talk to Anyone	8	13.2.8.A 13.3.8.B 13.3.8.C	Role-play cards	Semesters 1-4	Career Education course	Career Ed Teacher
Should Teens Earn Less?	8	13.1.8.J 13.3.8.F 13.4.8.C	Scenario cards	Semesters 1-4	Career Education course	Career Ed Teacher
Letter to an Elder	8	13.3.8.F 13.4.8.D	Greeting cards	Semesters 1-4	Career Education course	Career Ed Teacher
The Payoff	8	13.2.8.G 13.4.8.A 13.4.8.C 13.4.8.D	Internet	Semesters 1-4	Career Education course	Career Ed Teacher
Exploring Career Factors	9	13.1.11 Career Acquisition and Preparation	Xello	Fall	Info Tech	School Counselor
Workplace Skills and Attitudes	9	13.2.11 Career Acquisition	Xello	Spring	Info Tech	School Counselor
Work Values	10	13.1.11 Career Acquisition	Xello	Fall	English II	School Counselor
Career Backup Plans	10	13.1.11 Career Acquisition	Xello	Fall	English II	School Counselor
Careers and Lifestyle Costs	10	13.3.11 Career Retention and Advancement	Xello	Spring	Health	School Counselor
Defining Success	11	13.1.11 Career Acquisition	Xello	Fall	US History III	School Counselor
Job Interviews Lesson	11	13.3.11 Career Retention and Advancement	Xello	Fall/Spring	English III	School Counselor
Mock Interviews	11	13.3.11 Career Retention and Advancement	Practice interview questions, stakeholder involvement	Fall/Spring	Class Meeting	School Counselor

Entrepreneurial Skills	11	13.4.11 Entrepreneurship	Xello	Spring	US History III	School Counselor
ASVAB Score Interpretation	11	13.1.11 Career Acquisition and Preparation	ASVAB results / ASVAB website	Fall	Class Meeting	ASVAB Coordinator/Recruiters and School Counselor
Job Shadowing	11	13.1.11 Career Acquisition and Preparation	Job Shadowing Packet and Interview form	Fall/Spring	Individually scheduled experience	School Counselor/Career Mentor
Post-Secondary Fair	11 & 12	13.1.11 Career Acquisition and Preparation	College, Military, Employee information tables	Fall/Spring	Event/Gym	School Counselor/Stakeholders

KASD Occupational Resources

CAREER CLUSTER	RESOURCES
AGRICULTURE, FOOD & NATURAL RESOURCES	PA Department of Agriculture (202) 720-2791 askusda@usda.gov Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/agriculture-food-natural-resources-career-cluster.aspx Careers in Natural Resources https://nrcareers.org/career-explorers/ Detrick's Farm Detrick's Road, Kane Pa Rocky Ridge Orchard 285 S. Settlement Road, Kane Pa 16735 (814) 837-8850
ARCHITECTURE & CONSTRUCTION	Pennsylvania College of Technology 1 College Ave, Williamsport Pa 17701 1-800-367-9222 www.pct.edu PA Carpenters Union 650 Ridge Rd #200; Pittsburgh Pa 15205 (412) 922-6205 Info@eascarpenters.org Electrician Authority https://www.electricianauthority.com/by-state/pennsylvania/ Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/architecture-construction-career-cluster.aspx Career School Now https://careerschoolnow.org/colleges/programs/architecture/states/pennsylvania ASVAB https://www.asvabprogram.com/career-cluster-pathway-2
ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS	Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/arts-audio-video-and-communications-career-cluster.aspx The Career Project https://theartcareerproject.com/careers/ The Hound WDDH-FM 14902 Boot Jack Rd.; Ridgway Pa 15853

	(814)722-9700 Local Radio station: 101.7 WXZY Joe Szymanski – gm@wxzyradio.com
BUSINESS, MANAGEMENT & ADMINISTRATION	Future Business Leaders of America 121 Sunset Hills Dr. Suite 200; Reston Va 20190 1-800-325-2946 https://www.fbla-pbl.org/ Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/business-management-and-administration-career-cluster.aspx Kane Chamber of Commerce 63 N Fraley St. Kane Pa 16735 814-837-6565
EDUCATION & TRAINING	PA Department of Education (717) 783-6788 Facebook.com/PADepartmentofEducation https://www.education.pa.gov/ University of Pittsburgh at Bradford 300 Campus Dr.; Bradford Pa 16701 (814)362-7500 https://upb.pitt.edu/ Career Link 40 Davis St; Bradford Pa 16701 814-363-9100 https://www.pacareerlink.pa.gov/JPOnline/ Office of Vocational Rehabilitation 199 Beaver Dr. DuBois Pa 15801 (814) 371-7340 https://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/default.aspx Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/education-and-training-career-cluster.aspx Northern PA Regional College 300 2nd Ave Suite 500, Warren Pa 16365 814-914-8795 https://regionalcollegepa.org Seneca Highlands IU9 119 S. Mechanic Street, Smethport Pa 16749 (814) 887- 5512 https://www.iu9.org/ Northern Tier Community Action

	226 Chestnut Street, Kane Pa 16735 (814)837- 8068 https://www.ntcac.org/services/pre-school-services/head-start/
FINANCE	Corporate Finance Institute https://corporatefinanceinstitute.com/resources/careers/map/ Hamlin Bank and Trust Company 34 N Fraley St. Kane Pa 16735 (814) 837-8200 County National Bank 87 Fraley St. Kane Pa 16735 (814) 837-7300 Mountain Laurel Federal Credit Union 211 S. Fraley Street Kane Pa 16735 (814) 837-6151 Northwest Savings Bank 56 N Fraley St. Kane Pa 16735 (814) 837-6080 Geci and Associates 301 Bruxelles St. PO Box 111, St. Marys Pa 15857 814-837-6380 Ameriprise Financial 50 Davis St Bradford Pa 16701 814-368-9160 Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/finance-career-cluster.aspx
GOVERNMENT & PUBLIC ADMINISTRATION	Employment PA https://www.employment.pa.gov/Pages/jobopportunities.aspx Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/government-and-public-administration-career-cluster.aspx McKean County Courthouse 500 W Main St. Smethport Pa 16749 814-887-5571 Kane Mayor Brandy Schimp 814-598-7163
HEALTH SCIENCE	PA Coalition for Oral Health PO Box 242 Delmont Pa 15626 (724) 972-7242 info@paoralhealth.org Pennsylvania State Nurses Association

	3605 Vartan Way Suite 203 Harrisburg Pa 17110 (717) 657 – 1222 panurses@psna.org UPMC Kane 4372 US-6 E, Kane, PA 16735 (814) 837-8585 https://www.kanecommunityhospital.com/ Mayo – Explore Health Careers https://college.mayo.edu/academics/explore-health-care-careers/careers-a-z/ https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/health-science-career-cluster.aspx Penn Highlands Elk 763 Johnsonburg Rd. St. Marys Pa 15857 814-788-8000 Lutheran Home at Kane 100 High Point Dr. Kane Pa 16735 814-837-6706
HOSPITALITY & TOURISM	The Wilds Cooperative of PA https://wildscopa.org/ UCF https://www.ucf.edu/online/hospitality/news/top-10-hospitality-careers-job-descriptions-and-salary-ranges/ Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/hospitality-and-tourism-career-cluster.aspx Kane Manor Inn 230 Clay St. Kane Pa 16735 814-837-6522 Kane Chamber of Commerce 63 N. Fraley Street, Kane, Pa 16735 (814) 837-6565
HUMAN SERVICES	McKean County Department of Human Services 17155 Rt 6 Smethport Pa 16749 (814) 887-3350 The Guidance Center 110 Campus Dr. Bradford Pa 16701 (814) 362-6535 https://www.guidance-center.org/ Dickinson Center 43 Servidea Dr. Ridgway Pa 15853 (814) 776-2145

	https://www.dickinsoncenter.org/ Area Agency on Aging 118 Center St. PO Box A Ridgway Pa 15853 814-776-2191 Beacon Light Behavioral Health Services 100 Robert Gabriel Drive Ulster, Pa 18850 (570) 265-9872 McKean County Children's Advocacy Center 424 W. Main Street, Smethport Pa 16749 (814) 887-3355 https://www.mckeancountypa.gov/departments/childrens_advocacy_center/index.php Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/human-services-career-cluster.aspx
INFORMATION TECHNOLOGY	In-Demand Careers https://www.computer.org/publications/tech-news/build-your-career/7-most-in-demand-it-careers Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/information-technology-career-cluster.aspx KASD Information Technology Director 400 W Hemlock Ave. Kane Pa 16735 814-837-9570
LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY	McKean County Courthouse 500 W Main St. Smethport Pa 16749 (814) 887-5571 https://www.mckeancountypa.gov/ Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/law-public-safety-corrections-security-career-cluster.aspx PA State Police (717) 783-5599 https://www.psp.pa.gov/Pages/default.aspx Commonwealth Human Resources Ra-humanresources@pa.gov Kane Police Department – SRO Program 112 Bayard St. Kane Pa 16735 814-837-9240 FCI McKean 6975 Rt 59 Lewis Run Pa 16738 814-362-8900

	SCI Forest 286 Woodland Dr. Marienville Pa 16239 814-621-2110
MANUFACTURING	Clarion Sintered Metals 3472 Montmorenci Rd. Ridgway Pa 15853 (814) 773-3124 https://clarionsintered.com/ Kane Innovations INC 515 N Fraley St. Kane Pa 16735 (814) 561-1240 Rosedale Technical College 215 Beecham Dr. Pittsburgh Pa 15205 844-994-1482 https://rosedaletech.edu/ Pennsylvania College of Technology 1 College Ave. Williamsport Pa 17701 1-800-367-9222 https://pct.edu Zippo Manufacturing Company 33 Barbour St. Bradford Pa 16701 814-368-2700 Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/manufacturing-career-cluster.aspx
MARKETING, SALES & SERVICE	Kane Republican 200 N Fraley St. Kane Pa 16735 814-837-6000 https://www.kanerepublican.com 101.7 WXZY https://www.wxzyradio.com Laughing Owl Press Company 59 N Fraley St. Kane Pa 16735 814-561-1191 Keller Williams Advantage Realty Jill Demarte, 814-331-9888 Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/marketing-career-cluster.aspx McCourt Label 20 Egbert Ln Lewis Run Pa 16738 814-362-3851

	Zippo Manufacturing Company 33 Barbour St. Bradford Pa 16701 814-368-2700
SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS	STEM Careers https://research.com/careers/stem-careers STEM Competition https://www.education.pa.gov/Pages/STEM-Competition.aspx Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/science-technology-engineering-math-career-cluster.aspx Army Corps of Engineers Pittsburgh Regulatory District, 1000 Liberty Ave Rm 2200, Pittsburgh, PA 15222-4186 412-395-7500 https://www.esace.army.mil Allegheny Forest Alliance 370 E State St, Pleasantville, PA 16341 (814) 589-7556
TRANSPORTATION, DISTRIBUTION & LOGISTICS	Bradford Regional Airport 212 Airport Dr. Lewis Run Pa 16738 814-368-5928 UPS 6239 Rt 6 Kane Pa 16735 1-888-742-5877 Pennsylvania Department of Transportation 70 PennDOT Dr. Clearfield PA 16830 (814) 765-0400 https://www.penndot.pa.gov/Pages/default.aspx Career One Stop https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/transportation-distribution-and-logistics-career-cluster.aspx

Career Guidance Plan Cumulative Records

Kane Area School District

K-12 OBJECTIVES

- Academic Development – Support all students in building the skills, habits, and resilience needed to achieve academic success and access diverse pathways to future learning.
- Career Readiness – Provide opportunities for career awareness, exploration, and planning at all grade levels to prepare students to become future-ready citizens.
- Social-Emotional Growth – Promote positive relationships, self-awareness, and responsible decision-making in a safe and supportive environment.
- Access – Ensure every student has access to guidance services, resources, and supports, regardless of background or ability.
- Collaboration and Partnership – Work in partnership with families, educators, and community members to create a collaborative network of support for student success.

GOALS

GOAL	GRADE(S)	MEASUREMENT
Implement classroom lessons focused on study skills, goal setting, and time management.	K-8	One per year
Hold meetings with school teams (teachers, administrators, and support staff) to: • Monitor academic progress using student data (grades, attendance, and behavior) • Identify and support at-risk students • Coordinate student interventions and support	K-12	Quarterly
Collaborate with grade level teachers via the Multi-Tiered System of Support (MTSS) process to develop academic intervention plans for students performing below grade-level expectations.	K-8	Monthly
Deliver age-appropriate career exploration activities in guidance lessons, MS Career Education, and HS Career Education courses that align with Pennsylvania Career Standards Benchmarks.	K-8	As scheduled in 339.32 (1)
Ensure students complete or update an individualized career portfolio.	5, 8, and 11	100% of students
Host a career fair, workplace visit, or career speaker event in the district.	K-12	One per year

Conduct small-group or individual counseling sessions for students identified with social-emotional or behavioral needs.	K-12	Within two weeks of referral
Reduce office discipline referrals related to peer conflict or emotional regulation through Positive Behavior Intervention and Support (PBIS) programming.	K-8	Reduce by 5% annually
Administer a student climate or wellness survey district wide to measure progress in school connectedness and emotional safety.	3-12	Biannually
Develop and maintain partnerships with at least five community organizations or agencies that provide career, mental health, or family support services.	K-12	5 community organizations or agencies

Orientation to CTC Options

K-5 Explore Options

In Explore Options students explore careers. Career profiles are written at a 3rd grade reading level. Short descriptions make content easy for a student to absorb, while discoverable facts, stories, and biographies help bring careers to life. Students can freely search for a career, or explore by related school subject, career group or alphabetically. Careers of interest can be “liked”, or saved, for reference later. Students come away with a better understanding of education, training, and various pathways to each career. This knowledge helps create a foundation for future decision making and planning in middle school. The nine (9) CTC programs offered via Seneca Highlands IU9 will be included in this exploration exercise.

Xello task	At a glance	About this task	Prerequisites
Like careers	Recommended grade: K-5 On task time: 10 mins per career Suggested instructional time: 30 mins	Students explore and like engaging career profiles with age-appropriate information on workplaces, pay, and education. Each career also includes related facts or true stories.	None

6-8 CTC Field Trip

Taking middle school students to the Career and Technical Center (CTC) provides early, meaningful exposure to the wide range of career and technical programs available to them in high school. This visit allows students to explore hands-on learning environments, interact with instructors and students, and gain a clearer understanding of how CTC programs align with their interests, strengths, and future career goals. Early exposure supports informed decision-making, increases student engagement, and promotes equitable access to career pathways by ensuring all students are aware of the opportunities available prior to course selection and program entry.



Kane Area High School

CTC Process and Guidelines

1. During the scheduling meetings for the following school year, the counselor discusses the Seneca Highlands Career and Technical Center (CTC) in Port Allegany, PA. The counselor discusses the program with the current 8th, 9th and 10th graders during their scheduling meetings. Students are informed about the different programs that are available at the CTC, what their schedule will look like if they choose to attend the CTC, and given the opportunity to sign up to go on a tour. There is also an announcement made asking students who are in 9th and 10th grade to sign up to go on a tour.
2. Students then attend the tour where they are introduced to the CTC building and programs by the director and facilitator. They visit all of the shops and are given a brief description of the programs. They then have the opportunity to go on their own to visit 2 shops that they are interested in.
3. At the conclusion of the tour students are asked to fill out the CTC student career survey. At that time, they are asked to identify 3 programs they would be interested in attending at the CTC
4. A letter is sent to students who are currently attending the CTC, and they are given the opportunity to return.
5. The school counselor then determines the number of seats that are available.
6. The school counselor compiles a list of students and what program they are interested in attending at the CTC, attendance history, discipline history and successful course completion.
7. The school counselor then begins the selection process by:
 - a. Reviewing everyone's attendance history (unexcused days and unexcused tardies)
 - b. Review their discipline history
 - c. Make sure the student is currently on track to pass their core courses and obtain the required number of credits.
 - d. Students may participate in an interview and answer the following questions:
 - Explain their interest in attending the CTC
 - Why are they interested in that area they selected?
 - What experience, if any, they have in that area?
 - What are their career goals?
 - What does it mean to have a good work ethic?
 - Define what commitment is?
 - Will they accept their second and third choices?

8. The school counselors and principals will develop a final list of potential students.
9. Students are then contacted and offered a seat at the CTC.
10. A letter is then sent home to the students who get accepted and those who get placed on the waiting list. The letter explains the requirements to attend the CTC, and it must be signed by parents and students and returned to school.
11. Students who are enrolled in the CTC that do not successfully complete the academic, behavior or attendance requirements may be removed from the program.

Program Name	Length of Program	Certification Offered	Job Preparation	Abilities for Success
Auto Mechanics	3 years	PA State Inspection License	Airplane or other Gasoline Engine Mechanic; Auto Mechanic; Automobile Salesperson; Front End Alignment Serviceman; Insurance Adjuster; PA State Certified Safety Inspection Mechanic; Parts Clerk; Service Manager; Small Engine Mechanic; Specialized Mechanical Work-Transmission, Electrical; Stationary Engine Mechanic	Students should possess good mechanical aptitude, mechanical problem-solving skills, and good hand-eye coordination. Measurement skills are essential for success. Physical strength, stamina and a willingness to work in a sometimes dirty environment is necessary.
Building Construction	3 years	Diploma	Building Materials Salesperson; Cabinet Installer; Carpenter; Electrician; Estimator; Floor Layer; General Building Constructor; Insulator; Mason; Plumber; Roofer	Students should be able to work at heights up to fifty feet. They must have reasonable physical stamina and strength to complete job assignments and be willing to work outside in inclement weather. Good mechanical aptitude and measurement skills are essential. Manual dexterity and good hand-eye coordination are necessary.
Early Childhood Education	3 years	CDA Certification , First Aid/CPR	Preschool aide Teacher's aide Assistant group supervisor Preschool teacher Elementary teacher Childcare worker	The Early Childhood Education program is designed to teach students the aspects of teaching and working with young children, from birth through elementary age. Students will explore career pathways and develop the characteristics of successful teachers and childcare providers through practicums. Applying theoretical concepts to real-life situations, students are able to take what they have learned in the classroom to their rotation experiences where they learn how to meet the developmental needs and interests of young children.
Welding	3 years	AWS ~American Welding Society Certification, S/P2	Prepare for a career as an entry level welder and/or welders' helper.	Use of MIG, TIG, Stick and Oxyfuel Welding. Perform Oxyfuel and plasma cutting and air arc gouging. Learn to choose the best welding and cutting process for the job at hand. Students should have good measurement skills and be willing to work outside and to get dirty.

Health Assistant	3 years	Nurse Aide/Child Care Aide	Child Care Worker; Companion for an Incapacitated Individual; Diet Kitchen Aide; Emergency Care; Geriatric Facility Orderly; Home Health Aide; Hospital Filing Clerk; Hospital Orderly; Medical Office Aide; Nurse Aide	Students must work under the direction of health care professionals; therefore, it is very important that they accept and carry out precise orders. A good health record and physical stamina are essential. Students must possess good communication skills. Individuals planning on entering post-secondary education for additional health-related certifications should plan their academic program to meet entrance requirements.
Heavy Equipment Maintenance	3 years	Inspection License	Equipment Manager; Equipment Mechanics-Heavy, Medium, & Light; Equipment Sales and Rental Agency Owner; Farm Equipment Mechanic; Parts Clerk; PA State Certified Safety Inspection Mechanic; Small Engine Mechanic; Truck Mechanic, Gasoline and Diesel	Students must be willing to work cooperatively with others. Manual dexterity, mechanical aptitude and measurement skills are essential. Physical strength and stamina are required in addition to a willingness to perform assigned tasks outside in inclement weather.
Metalworking Occupations	3 years	Diploma	Machine and Tool Salesperson; Machine Tool Operator; Machinist; Powdered Metal Worker; Tool and Die Maker; Tool room Clerk; Welder	Manual dexterity and mechanical aptitude skills are essential. Measurement and problem solving skills are used daily in shop activities. Physical stamina to stand for extended periods of time is necessary. Good hand-eye coordination is a must.
Network Systems Technology	2 years	CCNA	Cable Installer; Electronic Engineer; Network Designer; Network Specialist; Network Troubleshooter; Software Installer; Telephone Systems Installer	The student should have a pleasing personality, and the ability to communicate and work well with others. Manual dexterity and good hand-eye coordination is essential. The individual must be enthusiastic about computers and technology in general. Has above average abilities in math, reading, science, possess problem solving skills and is self-motivated.

Career Placement and Transition Services

KANE AREA SCHOOL DISTRICT				
Grade(s)	Action	Employment	Postsecondary Education	Military
K-5	Xello Career Lessons	X	X	X
1-5	Field Trips/Events related to specific career fields	X	X	
K-5	Safety Day/ Career Day	X	X	X
3-5	Quaver Lessons	X	X	
6	School Subjects at Work	X	X	X
6	Field trip to Seneca Highlands CTC	X	X	
7	Xello – Discover Learning Pathways	X	X	X
8	Xello – Personality Style & Learning Style	X	X	X
1-12	CTC – Cooperative	X	X	X
9-12	Recruiter Visits		X	X
12	Scholarships		X	X
11-12	Post Secondary Fair	X	X	X
9-12	College Information Lunch Tables		X	
12	Senior English Portfolio Project	X	X	X
11	Job Shadowing Experience	X		
11-12	College Campus Visits		X	
9-12	Field Trips/Events related to specific career fields	X		
12	Financial Aid Night and FAFSA Completion Event		X	
9-12	Xello Career Lessons	X	X	X
9-12	Individual Post-Secondary Planning Meetings	X	X	X

Pennsylvania Pathways to Graduation

Keystone Proficiency Pathway *Numeric or Non-Numeric Scores*

Algebra I
Proficient or Advanced

Biology
Proficient or Advanced

Literature
Proficient or Advanced

Keystone Composite Pathway *Numeric Scores Only*

At least 1 Keystone Exam scaled score is
1500 or Greater

No Keystone Exam score is
Below Basic

The Keystone Exam 3-score composite is
4452 or Greater
The Keystone Exam 2-score composite is
2939 or Greater
(where eligible under §121.1)

CTE Concentrator

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

CTE Concentrator

1 Artifact from pathway criteria

Alternative Assessment

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Alternative Assessment

1 Artifact from pathway criteria

Evidence-Based Pathways

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Evidence-Based

3 Artifacts from pathway criteria

Waiver

A student in 12th grade, or experiencing extenuating circumstances, who meets locally established grade-based requirements for Keystone content area(s) in which the student is less than proficient, and is unable to satisfy the requirements of a graduation pathway may be granted a waiver by the chief school administrator.

Individualized Education Plan

A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes a special education program is granted a diploma under Title 22 §4.24.

Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
1 Artifact	1 Artifact	3 Artifacts consistent w/student goals ONE or more from Section One No more than TWO from Section Two
Industry-based competency certification Likelihood of industry-based competency assessment success Readiness for continued engagement in CTE Concentrator program of study	Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010) Attainment of Gold Level or better on ACT WorkKeys Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient Successful completion of a pre-apprenticeship program Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework	Section 1 Attainment of 630 or better on any SAT Subject Test Attainment of Silver Level or better on ACT WorkKeys Attainment of 3 or better on any AP Exam Attainment of 3 or better on any IB Exam Successful completion of any concurrent enrollment or postsecondary course Industry-recognized credentialization Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program Section 2 Attainment of Proficient or Advanced on any Keystone Exam Successful completion of a service-learning project Letter guaranteeing full-time employment or military enlistment Completion of an internship, externship, or cooperative education program Compliance with NCAA Division II academic requirements

Potter County Education Council
Phone (814) 814-274-4877
5 Water Street, P.O. Box 5
Coudersport, PA 15915

Kane Area School District
400 West Hemlock Avenue
Kane, PA 16735

August 1, 2025-July 31, 2027
Memorandum of Agreement between the
Potter County Education Council (PCEC)
and the
Kane Area School District (KASD)

Project Name: McKean County Career Mentor Program (MCCMP)

Purpose: To assist school counselors in providing specific help to students and parents by providing information and resources to establish career paths and connections before the students exit the school, and to track their progress after leaving school.

A. Potter County Education Council Scope of Work:

1. If needed, PCEC will advertise and conduct interviews (with school representation) for part-time positions — one in each school district.
2. The mentor position will be a free-will, part-time employee of PCEC, and payroll and taxes will be handled accordingly by PCEC.
3. **Contracted Hours: Mentor will provide 600 hours per school year (Average 15 hours per week) for a total cost to the district of \$8,200 per year for the 2025-2026 and \$8,500 per year for the 2026-2027 school years,**
4. The PCEC Career Mentor Program Co-Director (CMPCD) will work closely with the Career Mentors, providing guidance, training, and resources as they develop their roles. The CMPCD or designee will organize and coordinate regional activities with assistance from district mentors.
5. PCEC will deliver the mentor program contingent upon securing the necessary funding to support the program, in addition to the contributions from the school district and PCEC. The participating district superintendent will represent their district on the McKean County-wide planning committee for this program. They will meet as needed.

B. School District's Scope of Work:

1. The district will provide representatives (i.e., administrators and counselors) to participate in interviewing potential mentors as needed.
2. Establish clear communication with school principals, counselors, and teachers.
3. The school counselor or district designee (i.e., building principal, assistant principal, etc.) will supervise and coordinate career mentor activities on behalf of the local district.
4. The district administration will prepare the student body, staff, and parents for this resource and their roles in the district.
5. The district career mentor will help to establish contacts and communications with businesses and industries within their district's geographic boundaries and report that information to their CMPCD.

6. The building principal and counselor will provide information for graduation and post-graduate surveys. They will offer suggestions for some survey questions and conduct the graduate survey with assistance from the career mentor before May 1st of each year. (If it is not completed, the district will reimburse PCEC the costs incurred. PCEC purchases a one-year graduation survey package for each graduating class to include each senior the year they graduate)
7. Mentors will report annually to PCEC, upon request of CMPCD, various metrics used for reporting to our partners, including but not limited to:
 - a) Student and parent contacts made, workplace visits, college visits, graduation plans completed, mentoring activities, job shadowing, enrollment in CTC programs, high school graduate surveys, college credit awarded, numbers of job placements, internships, apprenticeships, and guest speakers used.
8. The superintendent will recommend hiring, retention, removal, or reassignment to the PCEC Executive Director. A Career Mentor Aide is a free-will employee of PCEC who serves at the pleasure of the District Superintendent and the PCEC Executive Director

C. Annual Costs and Payment Process

- a) **Years 2025-2027:** This district agreement will be for 15 mentor hours per week, totaling up to 600 hours, at \$8,200 for the 2025-2026 School Year and \$8,500 for the 2026-2027 school year. This includes the mentor's salary, coordination, graduate surveys, training, travel costs, miscellaneous services, and \$200 per mentor for their liability insurance. ***A district will receive credit for hours of service not provided in the prior year on their current annual Invoice. {See Page 3.} (PCEC currently has a contract with McKean County Commissioners through December 31, 2025.)***
- b) If a school district wishes to add additional mentors to its program, the cost would be a maximum of \$19,700 per additional position per year at the present rate, without additional contributions from outside sources.

- D. Payment-Districts will remit the annual contribution from above, Payable to PCEC, before October 1st of each school year.** The district will receive an annual invoice from PCEC before September 1st, before the due date.

E. Completion of Agreement

1. Please sign two copies and return one to PCEC, 5 Water Street, P.O. Box 5, Coudersport, PA 16915 as soon as possible or email to mmoores@pcedcouncil.org.

Signature of PCEC Executive Director

Date

7/1/25

Signature of School District Official

Date

8/14/25

NORTHERN PENNSYLVANIA REGIONAL COLLEGE

DUAL-ENROLLMENT AGREEMENT
WITH
KANE AREA SCHOOL DISTRICT
2025-2026

THIS AGREEMENT, is made this 13th day of March, 2025 by and between Northern Pennsylvania Regional College, (hereinafter referred to as “NPRC”) a post-secondary educational institution in the Commonwealth of Pennsylvania authorized by the Pennsylvania Department of Education to grant associate degrees and the KANE AREA SCHOOL DISTRICT, located at 400 West Hemlock Avenue, Kane, PA 16735 (herein after referred to as “District” or “Paying Party”) (Federal I.D. #109422303).

BACKGROUND

WHEREAS, NPRC is an educational institution that provides courses in the area of education and is desirous of providing such an educational experience to students; and

WHEREAS, the District is desirous of establishing a relationship with NPRC whereby its students may receive experience in college-level education subject to the provisions of this agreement (referred to hereinafter as “Agreement” or “Contract”); and

NOW THEREFORE, intending to be legally bound, the Parties hereto agree as follows:

I. PURPOSE

The Purpose of the Dual Enrollment Program and this Agreement is to allow eligible and appropriately qualified high school students the benefit and advantage of enrolling in college classes concurrently with high school classes, the benefit of receiving both high school and college credit, and the benefit of experiencing course work at the college level at a reduced cost to students.

II. DUTIES AND RESPONSIBILITIES OF NPRC

- a. *Selection of Students.* NPRC shall have the final responsibility for the selection of qualified students to participate in all classes. Selected students must have the appropriate educational experience. Students will be asked to provide appropriate documentation demonstrating that they meet the qualifications to participate. Students who do not provide appropriate documentation by the date designated by NPRC will not be enrolled in the class.
- b. *Education of Students.* NPRC agrees to offer classes in terms as designated in the [College Catalog](#) with the exception of courses that require clearances to complete course requirements.

Some of the courses offered require prerequisite courses which students may or may not have completed. Complete course descriptions are available on the [College website](#) and in the [College Catalog](#). Additional courses that become available during academic terms may also be offered to the students upon the mutual agreement of the Parties hereto. Courses may be cancelled at the discretion of NPRC.

NPRC shall assume full responsibility for the classroom education of its students. NPRC shall be responsible for the administration of the program, the curriculum content, the requirements for participation, grading, graduation, maintenance of records, and faculty appointments. All students are subject to NPRC policies detailed in the current Catalog.

- c. *Provision of Materials.* NPRC will be responsible for providing all necessary registration materials to the appropriate district personnel and will provide whatever support is necessary for successful completion of the enrollment process.
- d. *Student Requirements/Eligibility.* Students must have successfully completed their freshman year of secondary education, have been granted sophomore standing to be eligible for admission and enrollment, and have made satisfactory progress toward fulfilling applicable school graduation requirements as determined by the District based on credits earned. Students with sophomore status must have a minimum grade point average of 3.0 for eligibility, and students with junior status or above must have a minimum grade point average of 2.5 for eligibility. All students must have the recommendation of the high school principal and/or guidance counselor.

NPRC staff review transcripts to determine eligibility. In order to remain in this program, the student must maintain a minimum high school grade point average of 2.5. The student also must earn a minimum of C in each completed dual enrollment course.

Enrollment is limited to a maximum of eight (8) credit hours during the first semester and a maximum of twelve (12) credit hours during each subsequent semester for dual enrollment students. The maximum credit-hour enrollment permitted includes the total of all credit hours of enrollment at all post-secondary institutions of higher learning.

NPRC acknowledges and agrees that, in the event a student is suspended or expelled by the District, the student shall not be permitted to participate in the dual enrollment program during the period of said suspension or expulsion. Under such circumstances and when applicable, NPRC shall utilize its withdrawal policies and tuition reimbursement policies in order to determine whether the student, the student's parents/guardians, or the District is entitled to a refund of any portion of the tuition costs paid to NPRC.

- e. *No Remedial Courses.* Dual enrollment students are subject to the same standards as all other students as provided by the NPRC Catalog. Courses offered to dual enrollment students are identical to those offered to regularly matriculated students. Required prerequisite coursework requirements are identical to those enforced for courses when dual enrollment students are not enrolled.
- f. *Direct Contact with Children.* NPRC shall provide proof of compliance with all applicable requirements of 24 P.S. § 1-111, 24 P.S. §1-111.1, 24 P.S. §12-1205.6, 22 Pa. Code §8.1, et. seq. and 23 Pa.C.S.A. §6301, et. seq. for any NPRC employee who will have direct contact with children.
- g. *Disability Support Services.* Dual enrollment students who have a documented disability may seek accommodations for equitable educational access. Support for students is provided on a case-by-case basis in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008. Students must be able to self-identify as a person with a disability and self-advocate throughout the process. If a dual enrollment student has a high school IEP, certain accommodations may not apply to the college course(s). Students should be directed to supportservices@rcnpa.org for further information or to request an accommodation appropriate for college.

III. DUTIES AND RESPONSIBILITIES OF THE DISTRICT

- a. *Establishment of Classroom Facilities.* The District authorizes the use of its facilities as may be agreed upon by the District and NPRC in order to deliver dual enrollment courses on the high school campus. The school will ensure a suitable physical learning environment comparable to that found in college-level courses offered at NPRC.
- a. *Student Records.* The District shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.
- b. *Recruitment.* The District shall recruit and designate such students that it wishes to enroll in the contracted class.

IV. MUTUAL TERMS AND CONDITIONS

- a. *Number of Participating Students.* The Parties agree that NPRC will determine class enrollment limits and enrollment will be contingent in individual classes based upon the space available. District students will be given every consideration for class placement.

- b. *Compensation.* Tuition shall be \$60 per credit hour (\$180 per 3-credit course). As with the District's other dual enrollment programs that meet all requirements of 24 P.S. 16-1611-B *et. seq.* and the eligibility requirements for grant funding, the District, in accordance with the District's Dual Enrollment Resolution and at its sole discretion (unless required to do otherwise by law), may contribute tuition assistance in addition to the NPRC scholarship for any District student who chooses to enroll in the program. The remaining tuition amount will be the responsibility of the student/parent(s).

Notwithstanding Section V(2) of the Agreement, the Parties agree that the District reserves the right to modify the amount of any District contribution at its sole discretion, without the consent of NPRC, and without the necessity of amending this Agreement.

The Parties understand and agree that said District Contribution is contingent upon a student's voluntary choice and the circumstances under which tuition reimbursement is afforded when a student withdraws from a course, NPRC's withdrawal policies and tuition reimbursement policies will be in effect and shall govern all classes covered by this Agreement. In the event NPRC terminates the Agreement for its convenience in accordance with Section V(6)(a) of this Agreement, the District shall be entitled to a pro-rated refund for services that have been paid for but not yet performed by NPRC.

- c. *Textbook Charges.* Textbook costs will be the responsibility of the student/parent(s).
- d. *Term of Agreement.* The term of this Agreement shall be from July 1, 2025, through June 30, 2026.
- e. *Student Credit.* To successfully complete a course listed in this Agreement, students must earn a minimum grade of "C". The District will award credit for, determining whether credit awarded is core or elective, and recognize courses that are successfully completed under this Agreement as fulfilling its graduation requirements. The District awards 1 high school credit per 3 credit hour college course completed under the terms of this agreement. However, the District will award a student no more than one credit for courses successfully completed during the Summer Academic Term (after the completion of the Spring Semester/Spring Academic Term and prior to the start of the Fall Semester/Fall Academic Term), regardless of how many courses are successfully completed and regardless of the fact that July 1 marks the beginning of the District's new academic year. For example, (i) if a student successfully completes one or more courses after the conclusion of the Spring Semester/Spring Academic Term and prior to July 1 and also successfully completes one or more courses on or after July 1 and prior to the start of the Fall Semester/Fall Academic Term, the District will award only one credit; (ii) if a student successfully completes two or more

courses after the conclusion of the Spring Semester and prior to July 1, the District will award only one credit; or (iii) if a student successfully completes two or more courses on or after July 1 and before the start of the Fall Semester/Fall Academic Term, the District will award only one credit.

NPRC will award postsecondary credit, not to exceed 30 postsecondary credits in any academic year, to students who successfully complete courses identified in this Agreement as identified above. NPRC will transcript this credit in the same manner other students who take a course at this institution. If a dual enrollment student becomes a regularly enrolled student at NPRC following graduation from secondary school, NPRC shall recognize those credits as applying to the student's degree requirements as it would for any regularly enrolled postsecondary student who took the courses.

- f. *Promotional Materials.* Both NPRC and the School District agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures for dual enrollment to parents and students.
- g. *Committee Members.* The Dual Enrollment Committee appointed for the term of this Agreement is comprised of the following individuals:

Mrs. Jeannine Kloss, Superintendent of Schools
Mr. Todd Stanko, Secondary Principal
Mrs. Linda A. Anderson, District Board President
Linda Lorenzo, District Special Education Liaison
Ben Malczyk, Vice President of Academic Affairs, NPRC
Ron Pollock, Director of Early Entry and Instructional Logistics, NPRC
Lori McNeal, Registrar, NPRC
Monica Schloder, Assistant Director of Disability and Career Services, NPRC

Notwithstanding Section V(2) of this Agreement, the Parties agree that, in the event that any member of the Dual Enrollment Committee becomes unable to serve in said capacity for any reason during the term of this Agreement, the District or NPRC shall be entitled to select a new member without the need to amend this Agreement.

- h. *Termination of Class Offering.* Without terminating this Agreement, NPRC or the District may terminate any class offering covered by this Agreement for any reason with ten (10) days' notice prior to the commencement of the class. If any course offering is terminated in accordance with this provision, the Parties agree that NPRC shall not be entitled to any compensation for said course.
- i. *Transportation.* Unless otherwise required by law, the District shall have no obligation to, and shall not be required to, transport students to and from the classroom facilities. In the event the District elects to provide transportation, said

decision is discretionary and District transportation can be terminated at any time at the sole and unrestricted discretion of the District.

- j. *Notice.* All notices hereunder shall be deemed to have been delivered immediately upon hand-delivery or electronic mail, and if mailed, then three days after mailing by United States mail when sent by certified or registered mail, to the following address:

Kane Area School District
400 West Hemlock Avenue
Kane, PA 16735
ATTN : Superintendent

Northern Pennsylvania Regional College
300 2nd Avenue, Suite 5
Warren, PA 16365
ATTN: Ben Malczyk
Vice President of Academic Affairs

V. **TERMS AND CONDITIONS FOR CONTRACTS WHERE NPRC IS RECEIVING MONEY AND/OR PERFORMING SERVICES**

1. **Liability.** Neither of the Parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the Parties do not waive any defense because of entering into this Contract. This provision shall not be construed to limit the District's claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of NPRC or the District.
2. **Amendments.** This Contract represents the complete agreement between the Parties, superseding any other prior or contemporaneous written or oral agreements. Any changes, corrections or additions to this Contract shall be in writing in the form of a supplemental agreement signed by all necessary Parties, shall set forth therein the proposed change, correction, or addition, and shall be approved by the District's Board of School Directors at a public, advertised meeting held in compliance with the Pennsylvania Sunshine Act.
3. **Applicable Law.** This Contract shall be governed by, interpreted, and enforced in accordance with the laws of the Commonwealth of Pennsylvania (without regard to any conflicts of law provisions) and the decisions of the Pennsylvania courts. The Paying Party consents to the jurisdiction of any court or administrative tribunal of the Commonwealth of Pennsylvania and any federal courts in Pennsylvania, waiving any claim or defense that such forum is not convenient or proper. The Paying Party agrees that any such court shall have personal jurisdiction over it, and consents to service of process in any manner authorized by Pennsylvania law.
4. **Independent Contractor.** In performing the services required by the Contract, each Party will act as an independent contractor and not as an employee or agent of the other Party. The relationship of the Parties to this Contract to each other

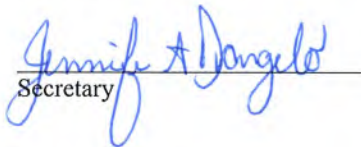
shall not be construed to constitute a partnership, joint venture, or any other relationship, other than that of independent contractors.

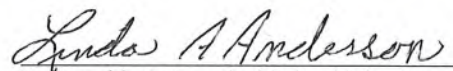
5. **Conflict in Terms.** Should any portion of the Agreement contain terms which conflict with those contained within this page, the terms contained on this page shall unequivocally control.
6. **Termination of Contract.** NPRC or District has the right to terminate the Contract for any of the following reasons. Termination shall be effective upon written notice to the other Party:
 - (a) Termination for Convenience. NPRC or District shall have the right to terminate the Contract for its convenience if it determined termination to be in its best interest. NPRC shall be paid for work satisfactorily completed prior to the effective date of the termination.
 - (b) Termination for Cause. NPRC or District shall have the right to terminate the Contract upon written notice for the other Party's default as to any of the terms contained in the Contract between the Parties or by law. If it is later determined that NPRC or District erred in terminating the Contract for cause, then, at NPRC's or District's discretion, the Contract shall be deemed to have been terminated for convenience under subparagraph (a).
 - (c) Notwithstanding the provisions of sections (a) and (b) of this section, if semester classes have already commenced prior to termination of this Agreement by either Party, NPRC and District agree to complete all course offerings for the semester in which notice is given, and NPRC shall be paid for work through the completion of the semester in which notice is given.

IN WITNESS WHEREOF, the authorized representatives of the Parties have executed the Agreement as of the date previously indicated.

ATTEST: (SEAL)

KANE AREA SCHOOL DISTRICT


Secretary


By: President, Board of School Directors

NORTHERN PENNSYLVANIA REGIONAL COLLEGE
Ben Malczyk,
Vice President of Academic Affairs

DUAL ENROLLMENT AGREEMENT

This dual credit agreement is entered into by and between Kane Area School District (hereafter referred to as the “School District”) and the University of Pittsburgh at Bradford (hereafter referred to as the “College”). This agreement sets out the terms and conditions of the dual credit program offered by these two institutions in accordance with 24 Pa. Stat. § 15-1525 of the Public School Code and other applicable law (hereafter “Program”).

The College and the School District do hereby agree to the following:

1. Term

The term of this agreement shall be from August 1, 2025 to June 30, 2026.

2. Student Eligibility

A. Students who meet all of the following criteria are qualified to participate in the program:

- i. The student demonstrates a readiness for college-level coursework in the intended subject area of study, as determined by the School District.
- ii. The student is making satisfactory progress toward fulfilling applicable school graduation requirements, as determined by the School District. The School District will determine satisfactory progress based on current student transcripts and credits earned.
- iii. The student has scored Proficient or Advanced on the Literature, Biology and Algebra I Keystone Exams, or the equivalent on other Standardized Tests such as PSAT, SAT, or ACT in the intended subject area of study.
- iv. Courses are to be offered at the junior or senior level, and students enrolled for CHS credit should be juniors or seniors. Enrollment will be open to sophomores who meet one of the following criteria:
 - ✓ A student has scored proficient or higher on either the Keystone Algebra or Biology exam in the freshman year
 - ✓ If a student has claimed an ethical exemption from the Keystone Exams, that student will be eligible if that student has a GPA of 3.0 or higher and the high school principal provides a letter of support
 - ✓ If the Keystone Exams are not available during the freshman year, the special circumstances can be discussed and procedures established on an individual basis in consultation with the CHS Program Directors (a letter of recommendation from a guidance counselor, principal or superintendent).

B. Students who do not meet the criteria under Section A may be permitted to enroll in dual credit courses if they meet the following alternative criteria and receive approval from both the College and the school District:

- i. Student is pursuing the Academic or Advanced Academic status.
- ii. The student demonstrates readiness for college-level coursework in the intended subject area of study, as determined by the College. The College

will determine readiness based on the School District administration and faculty recommendation.

- iii. Student scores proficient in the areas of reading, writing and math on the district's assessment system.

C. In order to remain in this program, the student must maintain a secondary school grade point average of 2.75 in the applicable subject area of study. The student also must maintain a minimum grade of 2.0 in each dual credit course in which the student is enrolled.

3. Courses Offered

The following criteria apply to all courses covered by this Agreement:

- A. The courses, as offered to dual credit students, are identical to those offered when dual credit students are not enrolled, including the use of an identical curriculum, assessments, and instructional materials.
- B. The courses enforce prerequisite coursework requirements identical to those offered when dual credit students are not enrolled.
- C. The courses can only be offered in the school to students in grades 10th, 11th, and 12th.
- D. The courses offered as well as the instructors shall be assessed annually by the parties using a survey instrument.

**See page 1 regarding sophomore enrollment.*

The following courses may be offered in accordance with the terms of this Agreement:

- ACCT 0201 Financial Accounting Concepts
- BIOL 0091 Concepts of Biology
- BIOL 0108 Plants & People: Introduction to Ethnobotany
- BIOL 0112 Human Biology
- CHEM 0089 Concepts of Chemistry
- CIST 0150 Fundamentals of Programming
- COMM 0101 Introduction to Human Communication
- COMM 0104 Public Speaking
- ECON 0101 Economics in the Modern World
- ENG 0101 English Composition I
- ENG 0110 Literature and Interpretation
- ES 0110 Introduction to Environmental Science
- EXSCI 0204 First Aid/CPR
- FR 0201 Intermediate French
- GEOG 0101 World Regional Geography
- MATH 0098 College Algebra II
- MATH 0132 Precalculus
- MATH 0133 Statistics
- MATH 0140 Calculus I
- MGMT 0110 Principles of Management

- MIS 0103 Computer Applications for Management
- PHYS 0103 Concepts of Modern Physics
- PS 0102 American Political Process
- PSY 0101 Introduction to Psychology
- SPAN 0201 Intermediate Spanish I.

Tuition is \$50 per credit.

4. Student Credit

Students will not be allowed to enroll in more than **13** post-secondary credits through dual credit per academic year.

The University of Pittsburgh at Bradford will award postsecondary credit to students who successfully complete courses identified in this Agreement as identified above. The University of Pittsburgh at Bradford will transcript this credit in a manner similar to other students who take a course at this institution. If a dual credit student becomes a regularly enrolled student at the University of Pittsburgh at Bradford following graduation from secondary school, the University of Pittsburgh at Bradford shall recognize those credits as applying to the student's degree requirements as it would for any regularly enrolled postsecondary student who took the courses.

The School District will award credit for and recognize courses that are successfully completed under this Agreement as fulfilling the graduation requirements identified above.

5. Promotional Material

Both the College and the School District agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures for dual credit to parents and students.

The School District will commit to displaying information on the University of Pittsburgh at Bradford in the counseling suite.

6. Additional Administrative Responsibilities

The following people will be responsible for the tasks listed below:

- A. Registration: The University of Pittsburgh at Bradford will supply teachers with the necessary course registration materials by September 1st for the school year.
- B. Fiscal Transactions: Students and parents will be responsible for paying all applicable tuition costs directly to the University of Pittsburgh at Bradford. The University will determine the timeline and the deadline for all payments.
- C. Textbooks: University of Pittsburgh at Bradford commits to using the same textbook in the course for two-year periods, as long as the textbooks are being used in any sections of the dual credit course.
- D. Nondiscrimination: No party hereunder shall discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status,

familial status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

- E. Student Privacy: Each party agrees to treat exchange student's personally identifiable information and educational records with the same standard of care with which it treats its own student's personally identifiable information and educational records. Each party hereunder shall comply with applicable laws related to the protection and disclosure of student personal information and student educational records, including but not limited to the Family Educational Rights and Privacy Act and each party agrees to cooperate with the other in complying with such applicable laws.
- F. The parties agree to cooperate in the provision of disability related accommodations for students. Students requesting accommodations should be directed to the University of Pittsburgh's Disability Resources and Services (DRS) and in the School District should be directed to: Todd Stanko, Kane Area High School Principal.
- G. Each party appoints the following individuals as the primary contacts for the implementation of this Agreement:

For the University:

Dr. James Baldwin, Co-Director
College in the High School Program
Email: jlb20@pitt.edu
814-362-7676

OR

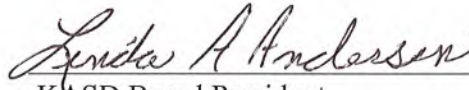
Dr. Stephen Robar, Co-Director
College in the High School Program
Email: robar@pitt.edu
814-362-0242

For the District:

Todd Stanko
Kane Area High School
Principal
Email: tstanko@kasd.net
814-837-6821

Signature

Date

 3/13/25

KASD Board President Date

COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

Guidance Curriculum Provides developmental, comprehensive guidance program content in a systematic way to all students K-5.	Prevention, Intervention and Responsive Services Addresses school and student needs.	Individual Student Planning Assists students and parents in development of academic and career plans.	System Support Includes program, staff and school support activities and services.
Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	Purpose Prevention, Intervention and Responsive services to groups and/or individuals.	Purpose Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	Purpose Program delivery and support.
Academic <u>Curriculum:</u> classroom lessons every student bimonthly	Academic <u>Responsive Intervention:</u> respond to student dysfunction in class and develop/implement appropriate programming	Academic <u>Individually:</u> member of MTSS team and provide individual support when needed	Academic <u>System Support:</u> consultation, collaboration, and teaming with admin. and faculty
Career <u>Curriculum:</u> classroom lessons every student bimonthly; outside speakers; programs/assemblies	Career <u>Intervention:</u> family, faculty, community partnerships established	Career <u>Individually :</u> individual career portfolio and interest inventory grades 3-5	Career <u>System Support:</u> set the understanding and skill development stage for the middle school and high school
Personal/Social <u>Curriculum:</u> classroom lessons every student bimonthly; outside speakers; programs/assemblies	Personal/Social <u>Intervention – Prevention – Responsive Support:</u> individual, small group, and school-wide behavioral and social education, monitoring, programming, reinforcement, support, referrals to appropriate service	Personal/Social <u>Individually:</u> individual support provided when school-wide or regular classroom support does not provide enough to facilitate functional social or independent skill.	Personal/Social <u>System Support:</u> facilitate all behavioral and social programming and intervention, including discipline
Counselor Role Classroom lessons; support faculty programming	Counselor Role Support academic intervention individually, classrooms, and systemically Career intervention within classroom lessons and through grade levels and throughout community Personal/Social intervention and responsive service at all levels	Counselor Role Provide individual support to students across all areas of concern.	Counselor Role Chairman or member of committees relative to all areas.

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.3 A. Recognize that individuals have unique interests.	C:A1.3- Develop an awareness of personal abilities, skills, interests, and motivation C:A1.8- Pursue and develop competencies in areas of interest	Student will verbalize differing interests, abilities, skills, and motivations between individuals	Student can describe activities within personal areas of interest	
	13.1.3. B. Identify current personal interests.	C:A1.3—Develop an awareness of potential abilities, skills, interests and motivations C:A1.8 pursue and develop competency in areas of interest	Student can identify current personal interests, abilities, skills, and motivations	Student can describe areas of interest and means of developing competency	
	13.1.3. C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.	C:A2.3—Demonstrate knowledge about the changing workplace C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills PS:A1.4 understand change is a part of growth PS:A1.11 identify and discuss changing personal and social roles PS:A1.12—Identify and recognize changing family roles	Student can describe elements of a changing workplace Student can describe life-long learning Student can verbalize the role change plays within personal growth Student can identify both personal and social roles		

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.3.D. Identify the range of jobs available in the community.	C:A1.1—Develop skills to relocate, evaluate and interpret career information	Student understands communities have a range of jobs	Student will be able to describe a range of jobs within their community	
	13.1.3.E. Describe the work done by school personnel and other individuals in the community.	C:A2.3—Demonstrate knowledge about the changing workplace	Student can describe different jobs within the same career/field Student can identify work duties done by different school personnel and community members	Student will make a diagram school jobs and related work duties	
	13.1.3. F. Explore how people prepare for careers.	C:A1.1—Develop skills to locate, evaluate and interpret career information C:B1.3 demonstrate knowledge of the career planning process	Student can identify factors effecting career choice and preparation Student can describe how people prepare for careers		
	13.1.3. G. Explain why education and training plans are important to careers.	C:B2.1—Demonstrate awareness of the education and training needed to achieve career goals C:A1.7—Understand the importance of planning	Student understands the relationship between planning and goals Student can describe how education and training impact career planning		
	13.1.3. H. Explain how workers in their careers use what is learned in the classroom.	A:C1.6—Understand how school success and academic achievement enhance future career and vocational opportunities C:C1.3—Identify personal preferences and interests influencing career choice and success	Student will understand how school success impacts future career opportunities and success Student can describe relationship between classroom knowledge and career/job needs		

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.3. A. Identify appropriate speaking and listening techniques used in conversation.	PS:A2.6—Use effective communications skills PS:A2.7—Know that communication involves speaking, listening and nonverbal behavior	Student can identify communication skills (speaking, listening, nonverbal)	Student can role play examples of speaking, listening, and nonverbal communication skills	
	13.2.3. B. Discuss resources available in researching job opportunities, such as, but not limited to: --Internet --Magazines --Newspapers	C:B1.5—Use research and information resources to obtain career information C:A1.1 develop skills to locate, evaluate, and interpret career information	Student understands a research process and what a research resource can provide Student can describe career information	Student can identify job search resources	
	13.2.3. C. Compose a personal letter.			Student will compose a personal letter	
	13.2.3. D. Identify the importance of developing a plan for the future.	C:A1.6—Learn how to set goals C:A1.7—Understand the importance of planning	Student understands how planning relates to, and leads to meeting goals	Student can create a planning process to meet identified goals	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.3. E. Discuss the importance of the essential workplace skills, such as, but not limited to: --Dependability --Health/safety --Team building --Technology	C:A1.4—Learn how to interact and work cooperatively in teams C:A2.1—Acquire employability skills such as working on a team, problem solving and organizational skills C:A2.2—Apply job readiness skills to seek employment opportunities C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	Student understands teamwork Student can name social skills related to cooperative work	Student can role play specific social skills needed when working with others	
	13.3.3. A. Identify attitudes and work habits that contribute to success at home and school.	C:A2.7—Develop a positive attitude toward work and learning C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	Student can define effort and a positive attitude toward work and learning		
	13.3.3. B. Identify how to cooperate at both home and school.	PS:A1.9—Demonstrate cooperative behavior in groups C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	Student can identify specific cooperation skills Student understands the impact of cooperation at both home and school	Student will demonstrate cooperation skills within class activities and identify examples from both home and community	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.3. C. Explain effective group interaction terms, such as, but not limited to: --Compliment --Cooperate --Encourage --Participate	C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace C:C2.3—Learn to work cooperatively with others as a team member PS:A1.6—Distinguish between appropriate and inappropriate behavior	Student can identify positive group interaction social skills Student understands what a team member is, and how they effect team success	Student will demonstrate group interaction skill within class activities	
	13.3.3. D. Explain how money is used.		Student understands what money is, and how it is used		
	13.3.3. E. Discuss how time is used at both home and school.	A:A2.1—Apply time-management and task-management skills C:A2.9—Utilize time-and-task management skills	Student can discuss both time and task management skills	Student will sequence events and outline time management within role played projects	
	13.3.3. F. Identify the changes in family and friend's roles at home, at school and in the community.	C:A2.3—Demonstrate knowledge about the changing workplace	Student can define personal roles within home, school, and community Student can describe how roles can change		
	13.3.3.G. Define and describe the importance of lifelong learning.	A:C1.4—Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills	Student can describe life long learning and it's impact on changing roles	Student can create mock career timelines and describe workplace/career changes and new skills acquired	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.4.3. A. Define entrepreneurship.		Student can pronounce and define entrepreneurship		
	13.4.3. B. Describe the character traits of successful entrepreneurs, such as, but not limited to: --Adaptability --Creative thinking --Ethical behavior --Leadership --Positive attitude --Risk-taking		Student will identify and describe traits and skills related to successful entrepreneurs		
	13.4.3. C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to: --Bake sale --Crafts --Lemonade stand --Pet care			Student will design age appropriate entrepreneurial activities	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.1.K.A Distinguish between emotions and identify socially accepted ways to express them.		PS:A1.5 identify and express feelings PS:A1.6 distinguish between appropriate and inappropriate behavior	Student will be able to identify feelings and appropriate expressions per situations	Student will be able to role play appropriate expressions within situations	
16.1.K.B Recognize that everyone has personal traits which guide behavior and choices.		PS:A1.1 develop positive attitudes toward self as a unique and worthy person PS:A1.2 identify values, attitudes and beliefs PS:A1.10 identify personal strengths and assets PS:A2.2 respect alternative points of view PS:A2.3 recognize, accept, respect and appreciate individual differences	Student can identify different personality traits Student understands relationship between personality traits and behavior/choices Student can recognize individual differences		
16.1.K.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.		PS:A1.4 understand change is a part of growth PS:B1.2 understand consequences of decisions and choices PS:B1.3 identify alternative solutions to a problem PS:B1.4 develop effective coping skills for dealing with problems	Student will understand consequences of decisions/choices Student will recognize mistakes as consequences of decisions/choices Student will be able to identify coping skills for solving problems/"mistakes"		
16.1.K.D Establish goals independently and recognize their influence on choices.		PS:A1.3 learn the goal- setting process	Student will understand goal setting process	Student will be able to create goals for identified challenges/problems	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.2.K.A Interact with peers and adults in a socially acceptable manner.		PS:A2.8 learn how to make and keep friends	Student will learn how to initiate, maintain, and conclude social interactions	Student will model appropriate social skills within role play and classroom settings	
16.2.K.B Identify similarities and differences between self and others.		PS:A2.2 respect alternative points of view	Student can identify personality and behavioral similarities and differences between self and others		
		PS:A2.3 recognize, accept, respect and appreciate individual differences			
16.2.K.C Engage in reciprocal communication with adults and peers.		PS:A2.6 use effective communications skills	Student will be able to name communication skills - speaking, listening, and nonverbal	Student will utilize communication skills with adults and peers within role play and classroom settings	
		PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior			
16.2.K.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.		C:C2.2 learn how to use conflict management skills with peers and adults	Student will learn conflict resolution skills/steps Student will understand consequences of both appropriate and inappropriate resolutions to conflict	Student will demonstrate appropriate conflict resolution skills within role play and classroom settings	
		PS:B1.6 know how to apply conflict resolution skills			
16.2.K.E Ask for and accept offers of help when needed or appropriate.		PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	Student can identify when, where, and how to ask for help Student can identify appropriate people to seek out for help Student can identify stress management skills	Student can demonstrate both the ability to seek and accept help	
		PS:C1.6 identify resource people in the school and community, and know how to seek their help			
		PS:C1.10 learn techniques for managing stress and conflict			
		PS:C1.11 learn coping skills for managing life events			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.3.K.A Interpret the consequences of choices.		C:A1.5 learn to make decisions	Student understands relationship between cause and effect (choice, behavior, consequence)		
		PS:B1.2 understand consequences of decisions and choices			
16.3.K.B Recognize there are socially acceptable ways to behave in different places.		PS:A1.6 distinguish between appropriate and inappropriate behavior	Student understands appropriate and inappropriate behavior can be situation specific		
		PS:A1.8 understand the need for self-control and how to practice it			
16.3.K.C Actively engage in assisting others when appropriate.			Student recognizes the value and need to assist others Student understands respect and consideration of self and others	Student engages independently in assisting others	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.5. A. Describe the impact of individual interests and abilities on career choices	C:A1.3—Develop an awareness of potential abilities, skills, interests and motivations	Students can differentiate abilities, skills, interests, and motivations Student can discuss the link between individual interests/abilities and career choices	Student can connect possible interests/abilities with different career clusters	
		C:A2.5—Learn to respect individual uniqueness in the workplace			
		C:B1.2—Identify personal skills, interests, and abilities and relate them to current career choice			
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
	13.1.5.B. Describe the impact of personal interest and abilities on career choices	C:A2.5—Learn to respect individual uniqueness in the workplace	Student can identify personal interests and abilities Student can discuss the value and need for individual uniqueness in the workplace and regarding career choice	Student can independently list career clusters/choices related to personal interests/abilities	
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.5. C. Relate the impact of change to both traditional and nontraditional careers	C:A1.2—Display a positive interest in learning	Student will be able to define lifelong learn. Student will understand traditional and nontraditional careers Student can describe a changing workplace	Student can discuss and create scenarios within which a changing workplace is impacted by lifelong learning and the development of traditional/nontraditional careers	
		C:A2.3—Demonstrate knowledge about the changing workplace			
		C:B1.7—Describe traditional and nontraditional career choices and how they relate to career choice			
		C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	D. Describe the range of career training programs in the community such as, but not limited to: --Two-and-four year colleges --Career and technical education programs at centers (formerly AVTS) and high schools --CareerLinks --Community/recreation centers --Faith-based organizations --Local industry training centers --Military --Registered apprenticeship --Vocational rehabilitation centers --Web-based training	C:A1.1—Develop skills to relocate, evaluate and interpret career information	Student can identify a full range of career training programs and resources Student can describe skills/resources needed to interpret career information	Student will outline personal interests/abilities, training/education, with possible career goals	
		A: B2.7—Identify post-secondary options consistent with interests, achievement, aptitude and abilities			
		C:B2.1 demonstrate awareness of the education and training needed to achieve career goals			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.5.E. Describe the factors that influence career choices, such as, but not limited to: --Geographic location --Job description --Salaries/benefits --Work schedule --Working conditions	C:A2.3—Demonstrate knowledge about the changing workplace	Student will be able to identify demographic and lifestyle factors and how they influence career choice Student will understand career choice/work as a means of personal expression		
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		C:C1.7 understand that work is an important and satisfying means of personal expression			
	13.1.5. F. Investigate people's rationale for making career choices	C:A1.1—Develop skills to locate, evaluate and interpret career information	Student will understand decision making process Student will understand goal setting and planning	Student will be able to name factors leading to career choices (demographics, lifestyle, interests, abilities, education, training) and create diagram of career choice factors and related careers	
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		C:B2.1 demonstrate awareness of the education and training needed to achieve career goals			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.5. G. Identify the components of a career plan, such as, but not limited to: --Beginnings of career portfolio --Career goals --Individual interests and abilities --Training/education requirements and costs	C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice	Student will understand career planning process Student will be able to identify career planning components	Student will begin to create individual career portfolio (take and document interest inventory)	
		C:A1.7—Understand the importance of planning			
		C:B1.3—Demonstrate knowledge of the career-planning process			
		C:B2.1—Demonstrate awareness of the education and training needed to achieve career goals			
		C:B2.5—Maintain a career planning portfolio			
		C:C1.3—Identify personal preferences and interests influencing career choice and success			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.5. H. Connect personal interests and abilities and academic strengths to personal career options	C:A1.8—Pursue and develop competency in areas of interest	Student will identify personal preferences and interests Student will describe how interests, abilities, and achievement relate to career options Students can identify strategies to foster areas of interest		
		C:A1.9—Develop hobbies and vocational interests			
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		C:C2.1 demonstrate how interests, abilities and achievement relate to achieving			
	13.2.5. A. Apply appropriate speaking and listening techniques used in conversation	C:A2.2—Apply job readiness skills to seek employment opportunities	Student will be able to describe expressive and listening communication skills Student will understand nonverbal behavior	Student will utilize communication skills in classroom activities/lessons	
		PS:A2.6—Use effective communications skills			
		PS:A2.7—Know that communication involves speaking, listening and nonverbal behavior			
	13.2.5. B. Identify and review resources available in researching job opportunities, such as, but not limited to: --Internet --Magazines --Newspapers	C:B1.5—Use research and information resources to obtain career information	Student will be able to list resources related to a job/career search		
		C:B1.6—Learn to use the Internet to access career-planning information			
	13.2.5. C. Compose and compare a business and a personal letter		Student will be able to compare the format and purpose of a personal and business letter		

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.5. D. Identify individualized career portfolio components, such as, but not limited to: --Achievements --Awards/recognitions --Career exploration results --Career plans --Community service involvement/projects --Interests/hobbies --Personal career goals --Selected school work --Self inventories	C:A1.6—Learn how to set goals	Student will be able to describe planning and goal setting skills Student can describe the relationship between educational achievement and career success	Student will create career portfolio components outlining educational and personal achievement	
		C:A1.7—Understand the importance of planning			
		C:C1.1—Understand the relationship between educational achievement and career success			
	13.2.5. E. Apply to daily activities, the essential workplace skills, such as, but not limited to: --Commitment --Communication --Dependability --Health/safety --Personal initiative --Scheduling/time management --Team building --Technical literacy --Technology	C:A1.4—Learn how to interact and work cooperatively in teams	Student can list and describe interpersonal and intrapersonal workplace skills	Student can utilize workplace skills within role play activities and within natural classroom setting	
		C:A2.1—Acquire employability skills such as working on a team, problem solving and organizational skills			
		C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.5. A. Explain how student attitudes and work habits transfer from the home and school to the workplace.	C:A2.7—Develop a positive attitude toward work and learning C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	Student will describe a positive attitude toward work and learning Student will identify attributes of integrity and effort Student will be able to identify work habits and skills that transfer to home, school, and work		
	13.3.5. B. Explain the importance of working cooperatively with others at both home and school to complete a task.	C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace PS:A1.9—Demonstrate cooperative behavior in groups	Student will identify and describe benefits of cooperative social skills	Student will demonstrate specific cooperative social skills within class activities/lessons	
	13.3.5. C. Identify effective group interaction strategies, such as, but not limited to: --Building consensus --Communicating effectively --Establishing ground rules --Listening to others	C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace C:C2.3—Learn to work cooperatively with others as a team member PS:A1.6—Distinguish between appropriate and inappropriate behavior PS:A1.7—Recognize personal boundaries, rights and privacy needs	Student will be able to discuss group interaction strategies and their effects on group efficiency	Student will utilize group interaction strategies during role-play and small group activities	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.5. D. Explain budgeting.		Student will understand what a budget is	Student will create a mock budget	
	13.3.5. E. Develop a personal schedule based on activities and responsibilities at both home and school.	A:A2.1—Apply time-management and task-management skills	Student will understand the need for time/task management	Student will create a personal schedule based on home and school responsibilities	
		C:A2.9—Utilize time-and-task management skills			
	13.3.5. F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention.	C:A2.3—Demonstrate knowledge about the changing workplace	Student will describe home, school, and work roles Student understand the effect of role changes and adaptive responsive		
	13.3.5. G. Describe how personal interests and abilities impact lifelong learning.	A:C1.4—Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	Student will understand lifelong learning. Student will understand relationship between lifelong learning and personal interests and abilities		
		C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills	Student will understand the impact of lifelong learning on achieving career goals		
	13.4.5. A. Identify the risks and rewards of entrepreneurship.		Student will understand entrepreneurship and it's risks and rewards		
	13.4.5. B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.			Student will create biography of historical or contemporary entrepreneur	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to: --Marketing --Production --Research and development --Selection of goods and services		Student will identify means by which entrepreneurs develop and present their good/services to market		

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.1.5.A Examine the impact of emotions and responses on view of self and interactions with others.		PS:A1.5 identify and express feelings	Student will be able to identify feelings and appropriate and inappropriate Student can understand impact of emotions/reactions on self and others Student can identify coping skills both when experiencing emotions and the reactions of others	Student can demonstrate coping skills related to feelings expression and reactions of others	
		PS:A1.6 distinguish between appropriate and inappropriate behavior			
		PS:A1.7 recognize personal boundaries, rights, and privacy needs			
		PS:A1.8 understand the need for self-control and how to practice it			
		PS:A1.9 demonstrate cooperative behavior in groups			
16.1.5.B Understand the impact of personal traits on relationships and school achievement.		PS:A1.1 develop positive attitudes toward self as a unique and worthy person	Students can identify different personality traits Student understands the impact of personality traits on relationships and school success Student can recognize individual differences and understands diversity		
		PS:A1.5 identify and express feelings			
		PS:A2.2 respect alternative points of view			
		PS:A2.3 recognize, accept, respect and appreciate individual differences			
		PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity			
		PS:A2.5 recognize and respect differences in various family configurations			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.1.5.C Identify adverse situations which all people encounter and healthy ways to address.		A:A1.4 accept mistakes as essential to the learning process	Student will learn problem solving steps Student will understand relationship between mistakes, consequences, and choices Student will learn conflict resolution steps Student can identify challenging situations and interactions that influence decision making	Student can role play problem solving steps per social and school situations Student can role play conflict resolution skills per identified adverse situations	
		PS:B1.2 understand consequences of decisions and choices			
		PS:B1.3 identify alternative solutions to a problem			
		PS:B1.4 develop effective coping skills for dealing with problems			
		PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions			
		PS:B1.6 know how to apply conflict resolution skills			
		PS:B1.8 know when peer pressure is influencing a decision			
		PS:C1.11 learn coping skills for managing life events			
16.1.5.D Describe the effect of goal setting on self and others.		PS:A1.3 learn the goal-setting process	Student will understand goal setting process Student can discuss effect of goal setting on self and others Student can identify alternative goals and means of achieving them	Student can create realistic goals and action plans per role played situations	
		PS:B1.9 identify long- and short-term goals			
		PS:B1.10 identify alternative ways of achieving goals			
		PS:B1.12 develop an action plan to set and achieve realistic goals			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.2.5.A Establish relationships that are positive and supportive of others.		PS:A1.9 demonstrate cooperative behavior in groups	Student can identify relative social skills for creating mutual and cooperative relationships	Student can demonstrate mutual/cooperative relationship skills within role plays and classroom setting	
		PS:A2.8 learn how to make and keep friends			
16.2.5. B Recognize and tolerate the uniqueness of all people in all situations.		PS:A2.1 recognize that everyone has rights and responsibilities	Student can discuss and understand alternative points of view within different situations Student understands the value/need for diversity		
		PS:A2.2 respect alternative points of view			
		PS:A2.3 recognize, accept, respect and appreciate individual differences			
		PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity			
		PS:A2.5 recognize and respect differences in various family configurations			
16.2.5.C Explain the impact of communication on interactions with others.		PS:A2.6 use effective communications skills	Student can identify speaking, listening, and nonverbal communication skills Student can discuss impact of communication skills on interactions and relationships		
		PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.2.5.D Identify and apply appropriate ways to resolve conflict.		C:C2.2 learn how to use conflict management skills with peers and adults	Student can state conflict resolution steps Student can differentiate when conflict resolution step are appropriate and inappropriate Student can identify factors/situations that create stress/conflict Student can utilize techniques to manage stress	Student can demonstrate conflict resolution skills within scripted role plays and natural classroom setting Student can demonstrate stress management skills within scripted role plays and natural classroom setting	
		PS:B1.6 know how to apply conflict resolution skills			
		PS:B1.8 know when peer pressure is influencing a decision			
		PS:C1.9 learn how to cope with peer pressure			
		PS:C1.10 learn techniques for managing stress and conflict			
16.2.5.E Determine who, when, where, or how to seek help for solving problems.		PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	Student can verbalize when, where, and how to seek help or assistance Student can differentiate situations that call for adult vs. peer assistance		
		PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help			
		PS:C1.6 identify resource people in the school and community, and know how to seek their help			
		PS:C1.10 learn techniques for managing stress and conflict			
		PS:C1.11 learn coping skills for managing life events			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.3.5.A Recognize that there are consequences for every decision which are the responsibility of the decision maker.		A:A3.1 take responsibility for their actions	Student can verbalize relationship between decisions, actions, and consequences Student understands responsibility and it's relationship to choices/actions		
		PS:B1.1 use a decision-making and problem-solving model			
		PS:B1.2 understand consequences of decisions and choices			
		PS:B1.3 identify alternative solutions to a problem			
16.3.5.B Demonstrate knowledge of how social norms affect decision making and behavior.		PS:A1.6 distinguish between appropriate and inappropriate behavior	Student understands and can identify social norms Student can verbalize relationship between social norms and decisions/behavior		
		PS:A1.8 understand the need for self-control and how to practice it			
16.3.5.C Actively engage in creating an environment that encourages healthy relationships.			Student understands what a healthy relationship looks and sounds like Student understands the effect and benefit of healthy relationships	Student will utilize all learned social skills within natural settings	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.8. A. Relate careers to individual interests, abilities, and aptitudes.	C:A2.5--Learn to respect individual uniqueness in the workplace	SWBAT identify the relationship between career choice and one's interests, abilities and aptitudes.	Students will describe the influences that impact one's career choice.	
		C:B1.2—Identify personal skills, interests, and abilities and relate them to current career choice			
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
	13.1.8. B. Relate careers to personal interests, abilities and aptitudes.	C:A2.5—Learn to respect individual uniqueness in the workplace	SWBAT recognize his/her own interests, abilities and skills and the role that these play in making a career choice.	Students will articulate his/her personal influences that may lead to a career choice.	
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		PS:A1.10—Identify personal strengths and assets			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.8. C. Explain how both traditional and nontraditional careers offer or hinder career opportunities	C:A1.2—Display a positive interest in learning	SWBAT identify the distinction between traditional and nontraditional careers. SWBAT recognize the evolution of gender differences in the workplace throughout time. Students will understand how Affirmative Action establishes equity and access in career opportunities.	Students will describe how careers have become less "gender specific" than they were in the past. Students will articulate how Affirmative Action creates equity and access in the workplace.	
		C:B1.7—Describe traditional and nontraditional career choices and how they relate to career choice			
		C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills			
		C:C1.6—Understand the importance of equity and access in career choice			
	13.1.8. D. Explain the relationship of career training programs to employment opportunities.	C:A1.1—Develop skills to relocate, evaluate and interpret career information	SWBAT understand how degree ranks relate to the amount of education required for attainment. Students will understand that each career choice requires a specific set of skills and that the length and requirement of training varies.	SWBAT diagram different levels of educational achievement and related requirements for each.	
		C:B2.1—Demonstrate awareness of the education and training needed to achieve career goals			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.8. E. Analyze the economic factors that impact employment opportunities, such as, but not limited to: --Competition --Geographic location --Global influences --Job growth --Job openings --Labor supply --Potential advancement --Potential earnings --Salaries/benefits --Unemployment	C:A2.3—Demonstrate knowledge about the changing workplace	Students will understand that the forecasted job outlook for an individual career is based on economic factors, societal factors, technological advancements and future projections.	SWBAT list relevant factors relative to a particular career choice. SWBAT compare and contrast economic factors that impact employment opportunities for a position in various geographic locations.	
		C:B1.8—Understand how changing economic and societal needs influence employment trends and future training			
	13.1.8. F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	C:A1.8—Pursue and develop competency in areas of interest	Students will understand the influence of personal and academic choices on one's career preparation/options.	SWBAT research the academic skills and prerequisite knowledge required for a particular occupation. SWBAT complete a high school scheduling form, indicating classes appropriate for one's intended future plans.	
		C:B1.1—Apply decision-making skills to career planning, course selection and career transition			
		C:B1.3—Demonstrate knowledge of the career-planning process			
		C:B2.4—Select course work that is related to career interests			
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		C:C2.2—Learn how to use conflict management skills with peers and adults			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.8.G. Create an individualized career plan including, such as, but not limited to: --Assessment and continued development of career portfolio --Career goals · Cluster/pathway opportunities · Individual interests and abilities · Training/education requirements and financing	A:B2.1—Establish challenging academic goals in elementary, middle/junior high and high school A: B2.2—Use assessment results in educational planning A:B2.4—Apply knowledge of aptitudes and interests to goal setting C:A1.7—Understand the importance of planning C:A1.8—Pursue and develop competency in areas of interest C:B2.1—Demonstrate awareness of the education and training needed to achieve career goals C:B2.5—Maintain a career planning portfolio C:C1.3—Identify personal preferences and interests influencing career choice and success C:C2.1—Demonstrate how interests, abilities and achievement relate to achieving personal , social, educational, and career goals	Students will identify and relate personal and academic factors to potential career choices.	Students will construct a graphic organizer depicting the relationship between personal/academic factors and potential career choices.	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.8.H. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths	A:B2.1—Establish challenging academic goals in elementary, middle/junior high and high school	SWBAT identify elective courses and extra-curricular activities based upon personal career interests, abilities and academic strengths.	Students will complete a personality and career inventories. Students will choose courses to complete the freshman scheduling form.	
		A:B2.3—Develop and implement annual plan of study to maximize academic ability and achievement			
		A:C1.3—Understand the relationship between learning and work			
		C:A1.8—Pursue and develop competency in areas of interest			
		C:A1.9—Develop hobbies and vocational interests			
		C:B2.4—Select course work that is related to career interests			
		C:C2.1—Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals			
	13.2.8. A. Identify effective speaking and listening skills used in a job interview.	C:A2.2—Apply job readiness skills to seek employment opportunities	SWBAT identify effective speaking and listening skills employed within the setting of a job interview.	Students will role play scripted mock interviews.	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.8. B. Evaluate resources available in researching job opportunities, such as, but not limited to: --CareerLinks --Internet (i.e. O*NET) --Networking --Newspapers --Professional associations --Resource books (that is Occupational Outlook Handbook, PA Career Guide)	C:B1.5—Use research and information resources to obtain career information	Students will understand the role of resources relative to the job search process.	Students will produce sample job listing from various print and online resources. Students will access Career Link website and identify the variety of services available.	
		C:B1.6—Learn to use the Internet to access career-planning information			
	13.2.8. C. Prepare a draft of career acquisition documents, such as, but not limited to: --Job application --Letter of appreciation following an interview --Letter of introduction --Request for letter of recommendation --Resume	C:A2.2—Learn about the variety of traditional and nontraditional occupations	SWBAT understand the sequential steps of creating/completing documents that comprise the career acquisition process.	Students will draft a resume. Students will complete sample job acquisition documents.	
		C:A2.6—Learn how to write a resume			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.8. D. Develop an individualized career portfolio including components, such as, but not limited to: --Achievements --Awards/recognitions --Career exploration results --Career plans --Community service involvement/projects --Interests/hobbies --Personal career goals --Selected school work --Self inventories	C:A1.6—Learn how to set goals	Students will understand that the components of an ICP (Individual Career Plan) are geared to prepare the learner for greater ease of obtaining career satisfaction.	Students will list steps of the goal setting process. Students will compile individual elements of ICP.	
		C:A1.7—Understand the importance of planning			
		C:C1.1—Understand the relationship between educational achievement and career success			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.8. E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to: --Commitment --Communication --Dependability --Health/safety --Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) --Personal initiative --Self-advocacy --Scheduling/time management --Team building --Technical literacy --Technology	C:A1.4—Learn how to interact and work cooperatively in teams	Students will learn to recognize essential workplace skills and their important skills in the career acquisition process. Students will learn to understand and appreciate the value of workplace skills.	Students will understand the relationship between workplace skill development and career success.	
		C:A2.1—Acquire employability skills such as working on a team, problem solving and organizational skills			
		C:A2.2—Apply job readiness skills to seek employment opportunities			
		C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
		C:C1.6—Understand the importance of equity and access in career choice			
	13.3.8. A. Determine attitudes and work habits that support career retention and advancement.	C:A2.7—Develop a positive attitude toward work and learning	Students will understand the work values and habits that lead to success in the workplace.	Students will create a list of personal traits and values that employers deem important. Students will role play traits and values within the setting of a classroom guidance lesson.	
		C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.8. B. Analyze the role of each participant's contribution in a team setting.	C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace PS:A1.9—Demonstrate cooperative behavior in groups	Students can identify and describe cooperative social skills. Students will understand the different roles within a cooperative group.	Students can analyze and describe individual group roles and cooperative social skills used by each team member within a role-play scenario.	
	13.3.8. C. Explain and demonstrate conflict resolution skills: --Constructive criticism --Group dynamics --Managing/leadership --Mediation --Negotiation --Problem solving	C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace C:C2.3—Learn to work cooperatively with others as a team member C:C2.2—Learn how to use conflict management skills with peers and adults PS:A1.6—Distinguish between appropriate and inappropriate behavior PS:B1.6—Know how to apply conflict resolution skills	Students can describe and discuss specific conflict resolution skills. Students can recognize the need for and value of conflict resolution skills within cooperatively working groups.	Students will role-play various elements of conflict resolution skills.	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.8. D. Analyze budgets and pay statements, such as, but not limited to: --Charitable contributions --Expenses --Gross pay --Net pay --Other income --Savings --Taxes		Students will understand the components of a budget and their role in calculating a personal or business budget.	Students will create a mock personal budget based on various careers.	
	13.3.8. E. Identify and apply time management strategies as they relate to both personal and work situations	A:A2.1—Apply time-management and task-management skills	Students will understand how the concept of time management establishes a balance between work and leisure.	Students will develop a personal schedule balancing work and leisure.	
		C:A2.9—Utilize time-and-task management skills			
		C:A1.10—Balance between work and leisure time			
		C:C1.5—Describe the effect of work on lifestyle			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.8. F. Identify characteristics of the changing workplace including Americans With Disabilities Act accommodations, and explain their impact on jobs and employment.	C:A2.3—Demonstrate knowledge about the changing workplace C:A2.4—Learn about the rights and responsibilities of employers and employees C:C1.6—Understand the importance of equity and access in career choice	Students will learn about the American with Disabilities Act, its purpose, and other related accommodations made for specific populations. Students can understand the factors influencing the changing workplace. Students will understand the relationship between becoming a lifelong learner and adapting to workplace changes.		
	13.3.8. G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.	A:C1.4—Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals C:A2.4—Learn about the rights and responsibilities of employers and employees C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills	Students will understand how continuing education and lifelong learning are essential to support career retention and advancement.	Students will explore various continuing education options for a particular occupation. Students will create a timeline to show progression of a career throughout history.	
	13.4.8. A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: --Benefits --Job security --Operating costs --Wages		Students will understand the difference between entrepreneurship and traditional employment.	Students will calculate wages and benefits for one that is an entrepreneur and for a traditional employee.	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.4.8. B. Evaluate how entrepreneurial character traits influence career opportunities.		Students can identify entrepreneurial characteristics. Students will evaluate the impact of entrepreneurial character traits on career opportunities.		
	13.4.8. C. Identify and describe the basic components of a business plan, such as, but not limited to: --Business idea --Competitive analysis --Daily operations --Finances/budget --Marketing --Productive resources (human, capital, natural) --Sales forecasting		Students will understand the purpose of a business plan and its functional elements.	Students will derive ideas for basic components of a business plan and explain how they interrelate.	
16.1.8.A Assess factors that influence emotional self-management and impact relationships at home, school, and community.		A;C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life	Students will identify factors that influence one's emotional self-management. Students will understand the impact that these factors have on student's relationships at home, school, and within the community.	Students will demonstrate expression skills related to the identification of coping skills.	
16.1.8.B Analyze impact of a variety of personal traits on relationships and		A:A1.5 Identify attitudes and behaviors which lead to successful learning	SWBAT learn the value of diversity within relationships and throughout life. SWBAT	SWBAT self-analyze one's personality and identify traits which lead to	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
achievement throughout life.		PS:A1.11 Identify and discuss changing personal and social roles	identify and critique personality traits.	success in life.	
16.1.8.C Analyze adverse situations and identify appropriate protective factors and coping skills.		PS:B1.4 Develop effective coping skills for dealing with problems	SWBAT identify and establish protective coping skills that can be utilized in a variety of situations throughout life.	Students will demonstrate the acquired coping skills by discussing and applying the appropriate strategy to the situation.	
		PS:C1.11 Learn coping skills for managing life events			
16.1.8.D Apply goal setting into academic decisions.		PS:B1.12 Develop an action plan to set and achieve realistic goals	Students will identify the sequential steps for successful goal setting. Students will understand that goals can be set in an academic setting.	Students will create goals relative to each level of education.	
		A:B2.1 Establish challenging academic goals in elementary, middle/junior high, and high school			
16.2.8.A Analyze internal and external factors that influence relationships.			SWBAT identify personal internal and external factors that may influence relationships .	Students will demonstrate appropriate coping skills when confronted with internal and external factors.	
16.2.8.B Explain individual, social and cultural differences which increase vulnerability to bullying and abuse and strategies for prevention.		PS:B1.7 Become a self-directed and independent learner	Students will learn ways in which personality traits, as well as social and cultural differences may increase one's tendency to be a target of bullies.	Students will demonstrate and utilize anti-bullying strategies/skills.	
		A:A2.4 Apply knowledge and learning styles to positively influence school performance			

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16.2.8.C Analyze factors that impact communication.		PS: A2.7 Know that communication involves speaking, listening, and nonverbal behavior	SWBAT identify factors that bolster or hinder communication.	Students will demonstrate ways in which one communicates. Students will analyze, identify and demonstrate appropriate communication skills per situation.	
16.2.8.D Analyze various types of conflict and determine appropriate resolutions.		PS:B1.6 Know how to apply conflict resolution skills	Students will learn how to apply techniques for managing various forms of conflict and understand how these practices and other communication skills can help diffuse a situation.	Students will role-play a conflict and demonstrate the best manner in which to solve.	
		PS:C1.10 Learn techniques for managing stress and conflict			
		A:A2.3 Use communications skills to know when and how to ask for help when needed			
16.2.8.E Evaluate problems or situations to determine when and what additional support is needed.		PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions	SWBAT comprehend that other resources are sometimes useful/necessary in certain situations of problem solving.	Students will locate appropriate resources for further help through various avenues (i.e. peers, school counselor, teacher, trusted adult).	
		PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help			
		A:B1.2 Learn and apply critical thinking skills			

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16.3.8.A Examine the impact of decisions on personal safety, relationships, and group interactions.		PS:B1.2 Understand consequences of decisions and choices	Students will understand the impact that personal decisions and choices have on personal safety, relationships and groups. Students will learn coping skills relative to peer pressure situations. SWBAT analyze and compare various decisions for a scenario and predict how choices may affect the future.	Students will create a sequential flow chart to demonstrate knowledge of decisions, responsibility and consequence.	
		PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices			
16.3.8.B Examine how social norms and expectations of authority influence personal decisions and actions.			Students will understand that societal norms and expectations of authority play a role in personal decision making.	Students will provide examples of social norms put in place for the safety and welfare of others.	
16.3.8.C Actively engage in healthy relationships and positive responsibility when observing negative behavior.		A:A3.1 Take responsibility for their actions	Students will understand the role of boundary setting and assertiveness when observing negative behaviors.	Students will demonstrate and encourage positive decision making and healthy choices when observing negative behavior.	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 A. Relate careers to individual interests, abilities, and aptitudes	C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice	SWBAT identify the important role that personal reflection and interest pay in career development	SWBAT relate individual interests and aptitude to potential career choice	
		C:A1.1 develop skills to locate, evaluate, and interpret career information			
		C:C2.1 demonstrate how interests, abilities and achievement relate to achieving			
		C:C1.3 identify personal preferences and interests which influence career choice and success			
		C:A2.5 learn to respect individual uniqueness in the workplace			
		C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals	C:A1.8 pursue and develop competency in areas of interest	SWBAT identify components of potential careers	SWBAT analyze and interpret specific career options identified by personal preferences, abilities and aptitudes	
		C:C2.1 demonstrate how interests, abilities and achievement relate to achieving			
		C:C1.3 identify personal preferences and interests which influence career choice and success			
		C:A2.5 learn to respect individual uniqueness in the workplace			
		C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.	C:B1.8 understand how changing economic and societal needs influence employment trends and future training.	SWBAT identify the changing roles in the workplace that can lead to new career opportunities	SWBAT list a variety of traditional and non traditional careers SWBAT determine the need and value to be a life long learner	
		C:A1.2 learn about the variety of traditional and nontraditional occupations			
		C:A2.3 demonstrate knowledge about the changing workplace			
		C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice			
		C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 D. Evaluate school-based opportunities for career awareness preparation, such as, but not limited to: --Career days --Career portfolio --Community service --Cooperative education --Graduation /senior project --Internship --Job shadowing --Part-time employment --Registered apprenticeship --School-based enterprise	C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience. C:B2.5 maintain a career planning portfolio C:A1.1 develop skills to locate, evaluate, and interpret career information	SWBAT identify the different resources that are available to them when preparing to make a decisions in regards to their career opportunities	SWBAT utilize the necessary resources to support their career preparation.	
		C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences			
		C:B1.1 apply decision making skills to career planning, course selection, and career transition			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 E. Justify the selection of a career.	C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice	SWBAT discuss the positives and negatives associated with their career choice SWBAT identify all relevant factors when choosing a career	SWBAT evaluate various resources such as career builder, career cruising, PA career zone, Occupation Outlook Handbook and Onet. SWBAT to outline all relevant factors in relations to career choice and related them to personal choice	
		C:A1.8 pursue and develop competency in areas of interest			
		C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience.			
		C:C2.1 demonstrate how interests, abilities and achievement relate to achieving			
		C:B1.3 demonstrate knowledge of the career planning process			
		C:B2.1 demonstrate awareness of the education and training needed to achieve career goals			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 F. Analyze the relationship between preparation opportunities, such as, but not limited to: --Associate degree --Baccalaureate degree --Certificate/licensure --Entrepreneurship --Immediate part/full time employment --Industry training --Military training --Professional degree --Registered apprenticeship --Tech Prep --Vocational rehabilitation centers	A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities C:A1.8 pursue and develop competency in areas of interest C:B1.1 apply decision making skills to career planning, course selection, and career transition C:B2.4 select course work that is related to career interests C:B2.5 maintain a career planning portfolio C:C1.1 understand the relationship between educational achievement and career success C:C1.3 identify personal preferences and interests which influence career choice and success C:C2.2 learn how to use conflict management skills with peers and adults	SWBAT analyze personal training and academic activities as they relate to career opportunities	SWBAT distinguish the difference between certain careers and the preparation involved	

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	13.1.11 G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.	C:B2.1 demonstrate awareness of the education and training needed to achieve career goals A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school A:B2.2 use assessment results in educational planning A:B2.4 apply knowledge of aptitudes and interests to goal setting A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities C:A1.7 understand the importance of planning C:A1.8 pursue and develop competency in areas of interest C:B1.3 demonstrate knowledge of the career planning process C:B2.2 assess and modify their educational plan to support career C:B2.5 maintain a career planning portfolio	SWBAT evaluate the link between their individual career plan (ICP) and future career choice SWBAT to justify selection of their personal /academic choices/goals and align them with their ICP and future career plans	SWBAT expand their ICP through non academic activities such as but not limited to job shadowing, volunteer activities, peer tutoring, extra curricular activities, and part-time work	

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	13.1.11 H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.	C:C1.1 understand the relationship between educational achievement and career success C:B2.4 select course work that is related to career interests A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities A:C1.3 understand the relationship between learning and work C:A1.8 pursue and develop competency in areas of interest C:A1.9 develop hobbies and vocational interests C:B2.5 maintain a career planning portfolio	SWBAT apply the information found in their ICP and use that information to assist them in making post secondary decisions.	SWBAT make a list of appropriate post secondary choices.	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
		C:B2.2 assess and modify their educational plan to support career			
	13.2.11. A. Apply effective speaking and listening skills used in a job interview.	C:A2.2 apply job readiness skills to seek employment opportunities	SWBAT identify the appropriate verbal and nonverbal skills used in job interviews	SWBAT participate in a non-scripted mock job interview Students who are not actively involved in the mock interview will identify and document the communication skill.	
	13.2.11. B. Apply research skills in searching for a job. Career Links --Internet (i.e. O*NET) --Networking --Newspapers --Professional associations --Resource books (Occupational Outlook Handbook, PA Career Guide)	C:B1.5 use research and information resources to obtain career information C:B1.6 learn to use the internet to access career planning information	SWBAT evaluate the different sources used to research career opportunities	SWBAT utilize and access the various job research resources	

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	13.2.11.C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:	C:A2.6 learn how to write a resume	SWBAT understand the sequence of creating/completing documents that comprise the career acquisition process	SWBAT to complete the required documents to apply for certain career opportunities	
		C:A2.2 apply job readiness skills to seek employment opportunities			
	13.2.11. D. Analyze, revise, and apply an individualized career portfolio to chosen career path	C:B2.2 assess and modify their educational plan to support career	SWBAT arrange the information found in their ICP to understand the importance of planning	SWBAT combine the information found in the ICP to develop a plan to acquire a career that has personal meaning	
		C:A1.6 learn how to set goals			
		C:A1.7 understand the importance of planning			
		C:C2.1 demonstrate how interests, abilities and achievement relate to achieving			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.11. E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: --Commitment --Communication --Dependability --Health/safety --Laws and regulations (Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) --Personal initiative --Self-advocacy --Scheduling/time management --Team building --Technical literacy --Technology	C:A2.4 learn about the rights and responsibilities of employers and employees C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace C:A2.9 utilize time and task-management skills C:A2.5 learn to respect individual uniqueness in the workplace C:A1.4 learn how to interact and work cooperatively in teams C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills C:A2.2 apply job readiness skills to seek employment opportunities C:C1.6 understand the importance of equity and access in career choice	SWBAT identify and relate work place skills to their personal and academic situation	students can describe and appreciate the value/need for workplace skills	

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		C:C2.3 learn to work cooperatively with others as a team member			
	13.3.11. A. Evaluate personal attitudes and work habits that support career retention and advancement.	A:C1.3 understand the relationship between learning and work	SWBAT understand and discuss the work values that lead to success in the workplace SWBAT identify the specific skills that can contribute to successful negotiation of both school and workplace challenges	SWBAT develop and demonstrate attitudes and work habits that lead to career retention	
		C:A2.7 develop a positive attitude toward work and learning			
		C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
	13.3.11. B. Evaluate team member roles to describe and illustrate active listening techniques: --Clarifying --Encouraging --Reflecting --Restating --Summarizing	C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills	SWBAT identify the specific skills needed to function as a contributing member of a team	SWBAT evaluate each team members role and contribution to determine value and need of those skills	
		C:C2.3 learn to work cooperatively with others as a team member			
		C:A1.4 learn how to interact and work cooperatively in teams			
		C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
		PS:A1.9 demonstrate cooperative behavior in groups			

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	13.3.11.C. Evaluate conflict resolution skills as they relate to the workplace: --Constructive criticism --Group dynamics --Managing/leadership --Mediation --Negotiation --Problem solving	C:C2.2 learn how to use conflict management skills with peers and adults	SWBAT recognize the affect that conflict resolution skills play on the overall function of the group	SWBAT independently utilize conflict resolution skills when participating in a group	
		C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
		C:C2.3 learn to work cooperatively with others as a team member			
		PS:A1.6 distinguish between appropriate and inappropriate behavior			
	13.3.11.D. Develop a personal budget based on career choice, such as, but not limited to: --Charitable contributions --Fixed/variable expenses --Gross pay --Net pay --Other income --Savings --Taxes		SWBAT evaluate the relationship between career choice in relation to personal finances	SWBAT develop a budget based on personal career choices/ interests	

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	13.3.11.E. Evaluate time management strategies and their application to both personal and work situations	C:A1.10 balance between work and leisure time	SWBAT to summarize the specific skills needed to affectively manage time	SWBAT create a time management system to improve home and school functioning	
		A:A2.1 apply time management and task management skills			
		C:A2.9 utilize time and task-management skills			
		C:C1.5 describe the effect of work on lifestyle			
	13.3.11. F. Evaluate strategies for career retention and advancement in response to the changing global workplace	C:A2.3 demonstrate knowledge about the changing workplace	SWBAT understand the relationship between becoming a lifelong learner and adapting to work place changes	SWBAT discuss and describe how the changing workplace precipitate the need to be a lifelong learner	
		C:A2.4 learn about the rights and responsibilities of employers and employees			
		C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills			
		C:C1.1 understand the relationship between educational achievement and career success			
		C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills			

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	13.3.11.G. Evaluate the impact of lifelong learning on career retention and advancement.	A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals	SWBAT formulate a lifelong learning plan that allows them to adapt to the ever changing workplace.	SWBAT construct a lifelong learning plan in relation to their career choice.	
		C:A2.4 learn about the rights and responsibilities of employers and employees			
		C:C1.7 understand that work is an important and satisfying means of personal expression			
	13.4.11. A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities		SWBAT compare and contrast personal career goals with the traits and skills of an Entrepreneurship		
	13.4.11. B. Analyze entrepreneurship as it relates to personal character traits.		SWBAT compare and contrast entrepreneurial character traits with one's own personal traits.		

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	13.4.11. C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: --Community based organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers) --Financial institutions --School-based career centers Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers) --Venture capital		SWBAT put together a fictitious business plan related to personal interest. SWBAT identify the relevant community resources available to their business plan		

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16.1.12.A Evaluate emotional responses in relation to the impact on self and others at home, school, work, and community.		PS:A1.5 identify and express feelings	SWBAT identify and express feelings and understand the need for self control.	SWBAT evaluate how their emotional responses impact self, others, home, school and work	
		PS:A1.8 understand the need for self-control and how to practice it			
		A:A1.1 articulate feelings of competence and confidence as learners			
16.1.12.B Demonstrate personal traits leading to positive relationships and life achievements.		PS:A1.1 develop positive attitudes toward self as a unique and worthy person	SWBAT demonstrate how personal traits lead to positive relationships and life achievements	SWBAT identify personal strengths and assets as they relate to developing positive attitudes for life long achievements SWBAT identify the need for persistence and perseverance for life achievement	
		PS:A1.10 identify personal strengths and assets			
		PS:B1.11 use persistence and perseverance in acquiring knowledge and skills			
		A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals			
		PS:C1.8 learn about the emotional and physical dangers of substance use and abuse			
		PS:C1.9 learn how to cope with peer pressure			

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16.1.12.C Apply protective factors and healthy coping skills when encountered with adversity.		PS:C1.10 learn techniques for managing stress and conflict	SWBAT apply protective factors and healthy coping skills when encountered with adversity	SWBAT identify adverse situations which all people encounter and a healthy way to address SWBAT techniques to deal with stress, conflict and effective coping skills.	
		PS:B1.11 use persistence and perseverance in acquiring knowledge and skills			
		PS:B1.4 develop effective coping skills for dealing with problems			
		PS:B1.6 know how to apply conflict resolution skills			
		PS:A1.4 understand change is a part of growth			
		PS:A1.5 identify and express feelings			
		PS:B1.9 identify long- and short-term goals			
		PS:B1.10 identify alternative ways of achieving goals			
		PS:B1.12 develop an action plan to set and achieve realistic goals			

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16.1.12.D Incorporate goal setting into college, career, and other life decisions.		A:B2.4 apply knowledge of aptitudes and interests to goal setting	SWBAT understand the link between academic success and the role it plays in other life decisions	SWBAT discuss future plans with counselors using decision making skill steps such as the link between academic success to college and beyond	
		A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals			
		A:C1.5 understand that school success is the preparation to make the transition from student to community member			
		A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities			

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16.2.12.A Establish and maintain quality relationships that enhance personal, college, and career goals.		PS:A1.7 recognize personal boundaries, rights, and privacy needs	SWBAT identify the difference that exist among individuals and peers to be able to recognize the need to respect those difference.	SWBAT demonstrate how to maintain quality relationships with peers and other members of the school community SWBAT understand how positive relationships influence your career and college goals	
		PS:A2.3 recognize, accept, respect and appreciate individual differences			
		A:B1.4 seek information and support from faculty, staff, family and peers			
16.2.12.B Interact with family, work and community demonstrating respect, cooperation, and acceptance of differences in others.		PS:A1.12 identify and recognize changing family roles	SWBAT identify and discuss diversity in family, work and community. SWBAT understand the value/need for respect, cooperation and acceptance of differences	SWBAT interact with others and demonstrate respect, cooperation and acceptances of others in all settings	
		PS:A2.3 recognize, accept, respect and appreciate individual differences			

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16.2.12.C Use communication skills to effectively interact with others.		PS:A2.3 recognize, accept, respect and appreciate individual differences	SWBAT identify how verbal and nonverbal communication skills can help you interact effectively	SWBAT demonstrate/utilize skills related to minimizing and how they lead to positive relationships	
		PS:A2.6 use effective communications skills			
		PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior			
16.2.12.D Utilize appropriate conflict resolution skills effectively in home, school, and community.		PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices	SWBAT identify the skills needed to reduce/resolve conflicts SWBAT discuss and generalize skill prevention and resolutions skills in various settings	SWBAT demonstrate/utilize skills related to minimizing and resolving conflict, stress management and communication skills	
		PS:C1.10 learn techniques for managing stress and conflict			
		PS:C1.11 learn coping skills for managing life events			
		PS:B1.1 use a decision-making and problem-solving model			
		PS:B1.6 know how to apply conflict resolution skills			

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16.2.12.E Access appropriate support when necessary to resolve a problem or situation.		PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help	SWBAT identify the different situations that students may need to utilize appropriate support to help to assist in resolving a situation and/or problem	SWBAT to independently access and analyze the different range of appropriate support relevant to the problem at hand	
		PS:C1.6 identify resource people in the school and community, and know how to seek their help			
		A:B1.4 seek information and support from faculty, staff, family and peers			
		PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions			
16.3.12.A Evaluate conflicts considering personal, ethical, legal, safety, and civic impact of the consequences and acceptance of final choice.		PS:B1.1 use a decision-making and problem-solving model	SWBAT independently identify all relative factors when making decisions and or choices		
		PS:B1.2 understand consequences of decisions and choices			

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16.3.12.B Express acceptance of social norms of different societies and cultures.		PS:A2.1 recognize that everyone has rights and responsibilities	SWBAT identify how different cultures have different ways of expressing their beliefs/customs	SWBAT recognize that multiculturalism exists in society	
		PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity			
16.3.12.C Actively engage in creating and promoting an environment that encourages healthy relationships (up standers vs. bystanders) and positive responsibility as an observer of negative behavior.		PS:A1.6 distinguish between appropriate and inappropriate behavior	SWBAT identify the appropriate response when observing different behaviors/events	SWBAT actively encourage and support others in making healthy choices and developing healthy relationships	
		PS:A1.7 recognize personal boundaries, rights, and privacy needs			
		PS:A1.8 understand the need for self-control and how to practice it			

ROLE OF THE SCHOOL COUNSELOR

School counselors are essential to the success of the guidance program. Through leadership, advocacy, collaboration, and systemic change, they ensure that all students are engaged, supported, and prepared for future readiness.

- **Leader**
 - Lead implementation of a comprehensive, developmentally appropriate guidance program that supports academic, career, and social-emotional development.
 - Empower students and set high expectations for success
 - Guide initiatives that strengthen school culture
- **Advocate**
 - Champion the needs of all students by promoting equitable access to educational opportunities, resources, and support.
 - Amplify student voices
 - Mitigate barriers to learning
 - Work to ensure that every child has diverse pathways to success
- **Collaborator**
 - Build strong partnerships with students, families, educators, administrators, business leaders, and post-secondary representatives.
 - Serve as a bridge between stakeholders, creating a shared responsibility for student growth and achievement.
 - Support professional development that enhances student success.
 - Embrace feedback that fosters continual change and improvement in the guidance program.
- **Agent of Systemic Change**
 - Identify and address practices, policies, and barriers that limit student opportunities.
 - Use data-driven decision-making to improve outcomes, close achievement gaps, and foster a safe, collaborative environment where all students can thrive.

ADVISORY COUNCIL

The Advisory Council is comprised of diverse stakeholders, including students, parents, educators, administrators, business/community partners, and post-secondary representatives. The council facilitates collaboration between the school, community, and families to support career readiness for all students. By serving as a collaborative voice, the Advisory Council strengthens accountability, promotes continuous improvement, and helps create diverse pathways to prepare all students to become future-ready citizens. Meetings will be held in October and May annually.

- Lead – High School Counselor
- Students – Student Council President, National Honor Society President
- Parents – parents or guardians of at least one student in the district
- Educators – Career Education Instructor, Vo-Ag Instructor
- Business/Community – PCEC Career Mentor, ADAS Counselor
- Post-Secondary – representatives of dual-enrollment partners

KANE AREA SCHOOL DISTRICT PROFESSIONAL JOB DESCRIPTION

TITLE: SCHOOL COUNSELOR

QUALIFICATIONS:

1. Valid Pennsylvania Department of Education Certification in level assigned, required.
2. Demonstrated experience in individual personal/social counseling, preferred
3. Experience with group facilitation and working in team situations, required.
4. Presentation skills required.
5. Possess knowledge, skills, and abilities listed below, required.
6. Maintain a positive attitude with students.
7. Such alternatives to the above as the Board may find appropriate and acceptable.

REPORTS TO: Principal and Assistant Principal

JOB GOAL: To support the academic, career, and social/emotional development of all students by designing, implementing, and evaluating a comprehensive school counseling program that promotes student achievement, fosters personal growth, ensures equity and access, and prepares students for post-secondary success.

Performance Responsibilities:

1. Provide direction for the implementation of programs to enhance the social climate of the school and the social and emotional development of students which support Chapter 12 standards and the American School Counseling Association standards to assure student well being.
2. Provide classroom lessons based on identified needs and support the Guidance Curriculum in the following areas:
 - a. Communication Skills
 - b. Goal Setting
 - c. Social Skill Development
 - d. Conflict Resolution
 - e. Character Development
 - f. Career Exploration
 - g. Class scheduling options - middle / high school
 - h. College preparation - high school
 - i. Post secondary opportunities - high school
3. Provide group and individual counseling sessions for children as part of a student (s) intervention plan.
4. Assist students with social and study skills needed for success in school.
5. Participate as a member of building-based intervention or problem-solving teams.
6. Provide leadership on the Crisis Teams and assist with threat assessment procedures.
7. Provide training opportunities for staff, students and parents in areas of social skill development, parent awareness, school transitions, and college planning as appropriate to the assigned school level.
8. Consult with parents, teachers, administrators, and students as needed.
9. Provide for the transition of students from one building to the next, i.e. elementary to middle, middle to high school, including but not limited to:
 - a. Parent meetings
 - b. Move up days
 - c. Assistance with student scheduling needs
10. Assist with students moving into the district as they acclimate to a new school environment.
11. Assist with the organization, collection and administration of standardized testing.
12. Prepare lesson plans to be delivered to classes as scheduled.
13. Collect career benchmark artifacts in a portfolio to travel with students from grade to grade.
14. Accurately report career benchmark data as required annually.
15. Attend and participate in faculty meetings and serve on staff committees as required.
16. Cooperate with other members of the staff in planning goals, objectives, and methods.

17. Accept a share of responsibilities for co-curricular activities as assigned.
18. Establish and maintain cooperative relations with others.
19. Maintain a high degree of personal technical competence through ongoing reviews of literature, workshops and coursework.
20. Any other duties assigned by the Superintendent or his/her designee.

KNOWLEDGE, SKILLS, AND ABILITIES:

LANGUAGE SKILLS:

Ability to read, analyze, and interpret literature, periodicals, professional journals, technical procedures, and administrative regulations. Ability to write reports, correspondence, and procedures. Ability to effectively present information and respond to questions from individual groups of colleagues, students, and supervisors.

MATHEMATIC SKILLS:

Ability to calculate, problem solve and apply mathematic concepts of courses assigned to teach.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES:

Ability to apply knowledge of current research and theory in a specific field. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely in both oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand and talk and hear. The employee will occasionally sit and walk and reach with hands and arms.

The employee must occasionally push and / or move up to 50 pounds such as a TV/VCR/Computers.

Specific vision abilities required by this job include close vision and the ability to adjust focus.

The employee continuously interacts with the public and other staff and occasionally meets multiple demands from several people.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate. Most work is done indoors.

The information contained in this job description follows the Americans with Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT: Subject to the provisions of the contract between the Kane Area Education Association (KAEA) and the Kane Area School Board of Directors.

EVALUATION: Performance will be evaluated annually in accordance with Pennsylvania Department of Education guidelines.

REVISED: 11/13/2025

BOARD APPROVED: 11/13/2025

KASD Stakeholder Commitments

STAKEHOLDER	COMMITMENTS TO THE PROGRAM
Students	• Take ownership of their academic progress by setting goals, monitoring growth, and seeking help when needed. • Explore career interests through classroom lessons, career fairs, and job-shadowing opportunities. • Develop social-emotional skills such as self-awareness, empathy, and responsible decision-making. • Demonstrate respect, responsibility, and a commitment to building positive relationships with peers and adults. • Actively participate in guidance activities, workshops, and individual planning meetings.
Parents/Families	• Support their child’s academic, career, and social-emotional growth at home and in partnership with the school. • Engage in open communication with counselors, teachers, and administrators. • Encourage children to explore diverse career and post-secondary pathways. • Participate in school events, parent workshops, and planning meetings. • Advocate for their child’s needs while supporting the shared goal of preparing all students for future readiness.
Educators/Staff	• Collaborate with the guidance team to integrate academic, career, and social-emotional learning into daily instruction. • Identify and refer students who may benefit from additional support services. • Promote a safe, inclusive, and supportive classroom environment. • Serve as mentors and role models, encouraging students to set and pursue goals. • Partner with families and community organizations to expand student opportunities.
Business & Community Partners	• Provide career awareness, exploration, and work-based learning experiences (e.g., internships, apprenticeships, job-shadowing, guest speakers, mock interviews).

	• Offer mentorship and serve as positive role models for students. • Collaborate with schools to align workforce needs with student learning opportunities. • Support school programs with resources, expertise, and volunteer service. • Strengthen the connection between classroom learning and real-world application.
Post-Secondary Representatives (colleges, universities, training programs, military, workforce agencies)	• Offer students exposure to multiple post-secondary pathways through visits, presentations, and informational sessions. • Provide clear and accessible information on admissions, financial aid, scholarships, and training opportunities. • Partner with school counselors to ensure students understand post-secondary requirements and expectations. • Collaborate with schools to create bridge programs, dual-enrollment, and early college experiences. • Assist in preparing students for the transition to life after high school, whether in higher education, military service, or the workforce.

KASD Guidance Stakeholder Meeting Minutes

October 29, 2024

1. Guidance updates
 - a. Past events/activities
 - i. Elementary
 - ii. Middle
 - iii. High
 - b. Upcoming events/activities
 - i. Elementary
 - ii. Middle
 - iii. High
2. Goals
 - a. New goals for the year
3. Next Meeting: Set date for Spring (April) 2025

KASD Guidance Stakeholder Meeting Minutes

October 29, 2024

1. Guidance updates

a. Past events/activities

i. Elementary

1. Red Ribbon Week & DARE
2. PTO provided Red Kane Wolves shirts and the entire elementary got a photo together on the field
3. Back to School Night
4. Emotion-Identification lessons

ii. Middle

1. Starting over with a new principal, going well so far. Jen starting to redefine her role as counselor again
2. Safe to Say/Counselor
3. Suicide Prevention Lessons in every grade
4. Red Ribbon Week
5. Pep Assembly and Spirit Week

iii. High

1. SAT, PSAT, ASVABs, College in the HS enrollments
2. Large Post-Secondary Fair (Universities, Community colleges, Military, Local Employers, Career Supports/Resources) for all juniors and seniors
3. Financial Aid Night
4. Mock Interviews and Resume Workshop

5. Red Ribbon Week

6. Senior and Freshman Individual Check-In Sessions

b. Upcoming events/activities

i. Elementary

1. PBIS Award days

2. Pep Assembly

3. Stranger Danger Lessons

4. Mentoring Program (older girls mentoring younger ones)

ii. Middle

1. School Wide Reward Days

iii. High

1. Anxiety Lessons in Health Classes

2. Positive behavior rewards “catch you doing something good”

2. Goals

a. New goals for the year

- i. High School needs assessment – about 74% of students said they wanted more on anxiety so we will be focusing efforts on that topic this year

3. Next Meeting: Set date for Spring (April) 2025

Name:	Sign In
AnnaLisa Ryding	<i>Anna - P6</i>
Darcy Schauman	<i>Darcy Schauman</i>
Jen Sleeman	<i>Jen Sleeman</i>
Kate Kennedy	<i>Kate Kennedy</i>
Amanda Davis	
Warren Shaw	
Risha Johnson	
Johnna McCullough	<i>Via zoom</i>
Mary McCormack	
Christy Horn	<i>unavailable</i>

KASD Guidance Stakeholder Meeting Agenda

April 30, 2025

1. Guidance updates

a. Past events/activities

- i. Elementary – DARE graduation, musical, PSSAs, Kids of Steel
- ii. Middle – classroom lessons
- iii. High – Senior trip, Mock Interviews, College/Post-Secondary Fair, SATs, PSATs,

b. Upcoming events/activities

- i. Elementary – KARE for Kane, Field Trips, Spring Concert, Safety Day and Field Day, Move up day
- ii. Middle – Field trips, Kare for Kane, Spring Fling, Transitioning to Xello career platform next school year,
- iii. High – AP Exams, Keystones, Scholarship Ceremony, Academic Banquet, Sports Boosters Awards Banquet, Graduation, Last minute college prep, Prom, Scheduling, 8th grade orientation day

2. Goals

a. Updates on this year's goals/outcomes

- i. HS – Anxiety (Health classes, Small Group (no students signed up), Coping Skills flyer in bathroom stalls)

3. Stakeholder collaboration/input

KASD Guidance Stakeholder Meeting Agenda

April 30, 2025

1. Guidance updates

a. Past events/activities

- i. Elementary – DARE graduation, musical, PSSAs, Kids of Steel
- ii. Middle – classroom lessons
- iii. High – Senior trip, Mock Interviews, College/Post-Secondary Fair, SATs, PSATs,

b. Upcoming events/activities

- i. Elementary – KARE for Kane, Field Trips, Spring Concert, Safety Day and Field Day, Move up day
- ii. Middle – Field trips, Kare for Kane, Spring Fling, Transitioning to Xello career platform next school year,
- iii. High – AP Exams, Keystones, Scholarship Ceremony, Academic Banquet, Sports Boosters Awards Banquet, Graduation, Last minute college prep, Prom, Scheduling, 8th grade orientation day

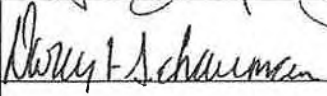
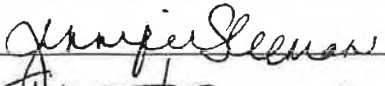
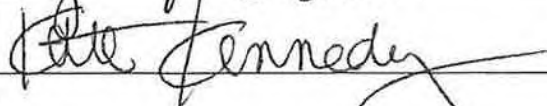
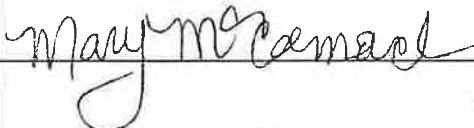
2. Goals

a. Updates on this year's goals/outcomes

- i. HS – Anxiety (Health classes, Small Group (no students signed up), Coping Skills flyer in bathroom stalls)

3. Stakeholder collaboration/input

- a. Kate Kennedy – Chamber is developing a video of organizations in the area that are in need of volunteers with descriptions of the volunteer opportunities, potential to tie into HS announcements for students
 - b. Mary McCormack – BRMC Psych closed, TGC hopefully looking to open a 23hr walk in crisis center. Information on Youth Mental Health First Aid was sent out to superintendents as a potential training opportunity for teachers.
 - c. Jody Randolph – CONGRATULATIONS ON YOUR UPCOMING RETIREMENT!!!! Thank you for your help and support throughout the years!! Jody also wondered about the potential to collaborate with professors to talk with students about majors rather than taking a career-specific focus.
4. Next Meeting: Fall (October) 2025

Name:	Sign In
AnnaLisa Ryding	
Darcy Fisher Schauman	
Jen Sleeman	
Kate Kennedy	
Jody Randolph	not available
Amanda Davis	not available
Warren Shaw	not available
Risha Johnson	not available
Johnna McCullough	on zoom
Mary McCormack	

KASD Guidance Stakeholder Meeting Minutes

October 21, 2025

1. Guidance updates
 - a. Past events/activities
 - i. Elementary
 - ii. Middle
 - iii. High
 - b. Upcoming events/activities
 - i. Elementary
 - ii. Middle
 - iii. High
2. Goals
 - a. New goals for the year
3. Next Meeting: Set date for Spring (April) 2026

KASD Guidance Stakeholder Meeting Minutes

October 21, 2025

1. Guidance updates

a. Past events/activities

i. Elementary

- Open House, Bus Safety, Fire Prevention Day, NED Assembly for PBIS, Stranger Danger Lessons were completed at each grade level, Toy Shoppe of Warren donated handmade toys to kindergarten and 1st grade, Mental Health Team Meetings, SAP Meetings, Popcorn Fridays once a month by PTO

ii. Middle

- PBIS, Suicide Prevention Lessons,

iii. High

- SATs, Individual Senior Meetings, Mock Interviews, Financial Aid Night, FAFSA Completion Night, Red Ribbon Week, College Applications, Mental Health/SAP Meetings

b. Upcoming events/activities

i. Elementary

- Kitty Jones Assembly, Parent-Teacher Conferences, Visit from the cast of Spongebob, Monthly PBIS awards for each grade level

ii. Middle

- Theme lessons (Thankfulness lesson for Nov), PBIS, CTC trip for 6th grade, Girl's hygiene assembly

iii. High

- PSATS, College in HS Apps, AP Exam prep/ordering/set up, Post-Secondary Fair, Individual Freshman Check-Ins, Parent-Teacher Conferences, Ice Cream Social for end of marking period

2. Goals

a. New goals for the year

- HS is in the middle of transitioning the Career Explorations class to integrate into other grades and classrooms. HS also transitioning ASVABs to be administered to all 11th graders rather than 10th.
- All levels collaborating to update the 339 Guidance Plan that needs to be submitted to PDE
- MS goal to add programming or information on Human Trafficking

3. Updates from Stakeholders

- Johnna shared information on the upcoming conference on Human Trafficking at UPB
- Mary shared that Allan McGill from the Attorney General's office does public speaking engagements on Human Trafficking
- Kate shared information on The Caring Place as a resource for grief support and discussed their upcoming virtual event for National Grief Awareness Month

4. Next Meeting: Set date for Spring (April) 2026

Name:	Sign In
AnnaLisa Ryding	<i>AnnaLisa Ryding</i>
Darcy Schauman	<i>Darcy Schauman</i>
Jen Sleeman	<i>Jen Sleeman</i>
Kate Kennedy	<i>Kate Kennedy</i>
Jody Randolph	<i>Jody Randolph</i>
Amanda Davis	<i>on 2/20/00</i>
Warren Shaw	
Risha Johnson	
Johnna McCullough	
Mary McCormack	<i>Mary McCormack</i>

Senior Exit Survey

*** Customized
Graduate Exit Interview
* Comprehensive
Reporting**



Magnify your graduates' success!

LifeTrack can streamline your Senior Exit Survey

1. Customized questions focus data on your specific needs.
2. Comprehensive and user-friendly reporting.
3. Unbiased 3rd party compilation and reporting add validity.
4. Save time! Remove the burden of scoring and reporting from your duties.
5. Fast turnaround time. Administer the survey, notify LifeTrack, and wait for your reports to arrive.
6. Flat rate pricing for online surveys!
7. Paper surveys available. (Additional printing fee applied)
8. Raw data available!



LifeTrack High School, WA

Class of 20XX

1. What area(s) do you plan to pursue immediately after high school? (Mark all that apply)

- ☐ 4 Year College ☐ 2 Year College ☐ Voc/Tech School ☐ Work Full Time
☐ Work Part Time ☐ Apprenticeship ☐ Military ☐ Other

2. Ethnic Origin: ☐ African American ☐ Asian ☐ Hispanic
☐ Native American ☐ White / Caucasian ☐ Other

3. Gender: ☐ Male ☐ Female

	Yes	No	N/A
4. Were school counselors helpful in the selection of a path to follow after graduation?	☐	☐	☐
5. Did school make learning exciting and encourage you to continue your education?	☐	☐	☐
6. Were enough elective classes offered for you to explore different career opportunities?	☐	☐	☐
7. Do you think you will be able to easily find a job that can support you?	☐	☐	☐
8. Did you ever experience significant harassment from other students?	☐	☐	☐
9. Did you have a positive learning experience at LifeTrack High School?	☐	☐	☐

Using the traditional grading style ("A" = Excellent, "B" = Good, "C" = Average, "D" = Below Average, "F" = Needs Improvement, and "N/A" = Not Applicable), please rate the following:

	A	B	C	D	F	N/A
10. LifeTrack High School provided a safe learning environment.	☐	☐	☐	☐	☐	☐
11. LifeTrack High School maintained a drug free environment.	☐	☐	☐	☐	☐	☐
12. LifeTrack High School provided a strong foundation in the use of technology.	☐	☐	☐	☐	☐	☐
13. Teachers generally held high standards and demanded quality work.	☐	☐	☐	☐	☐	☐
14. My teachers were knowledgeable about the curriculum being taught.	☐	☐	☐	☐	☐	☐
15. Students and parents were regularly notified concerning academic progress.	☐	☐	☐	☐	☐	☐
16. I was challenged to experience academic growth each year.	☐	☐	☐	☐	☐	☐
17. Rules were enforced consistently and fairly.	☐	☐	☐	☐	☐	☐
18. Rate the availability of technology in the classroom.	☐	☐	☐	☐	☐	☐
19. How well prepared do you feel for the transition from school to life after high school?	☐	☐	☐	☐	☐	☐
20. How well did LHS prepare you for the job search process (applications, interviewing, and employer follow-up)?	☐	☐	☐	☐	☐	☐
21. Rate the atmosphere at after-school activities and programs.	☐	☐	☐	☐	☐	☐
22. Rate the quality and content of guest speakers.	☐	☐	☐	☐	☐	☐
23. To what degree do you feel your classes at LHS were relevant to the real world?	☐	☐	☐	☐	☐	☐
24. Rate the school's security procedures.	☐	☐	☐	☐	☐	☐
25. Overall, how would you rate LifeTrack High School as a learning environment?	☐	☐	☐	☐	☐	☐

26. Comments and/or Suggestions:

You school has enrolled your class into our 1-800-REUNION Program. 1-800-REUNION is a central registry for classes to update contact information for reunion purposes. Your contact information is completely confidential and backed by a nationwide partnership of schools and educational organizations. When your class begins to plan reunions in 5, 10, 20, or even 50 years, the difficult and time-consuming task of finding classmates will be easier than ever before!

Please provide your personal email address and cell phone number below so it can be added to your reunion database.

Whenever you need to update your information, visit www.ReunionUpdates.com or call 1-800-REUNION.

Name:

Personal Email Address (Not school email):

Cell Phone Number (Enter numbers and hyphens only. No spaces, no parenthesis):

Correct 509-758-6991 Incorrect (509)758-6991

*****Questions can be any combination of yes/no, rating, multiple choice, and/or open ended!**

Getting your Senior Exit Survey started is simple!
Select questions from our question bank, use them as written, modify them to fit your needs, or create your own survey questions. Then, LifeTrack will build your customized survey.



I will be entering the workforce.

I am attending college!

Utilize our Senior Exit Survey to document your seniors' future plans and other critical issues related to their education such as school climate, safety, and more!



Senior Exit Surveys by LifeTrack Services

1271 Port Drive

Clarkston, WA 99403

1-800-738-6466

info@LifeTrack.us

www.graduate-surveys.com

