

**Titusville Area School District
K-12 Comprehensive School Counseling Plan
Chapter 339 Plan**



**Updated: February 2026
Board Approved: March 16, 2026
(as per Public School Code 339.31)**

Overview of Comprehensive School Counseling 339 Plan

This plan is developed and maintained in accordance with 22 Pa. Code Chapter 339, which requires every Pennsylvania school district to implement a written, board-approved, comprehensive, and sequential K–12 school counseling program.

The Titusville Area School District (TASD) K–12 Comprehensive School Counseling Plan is a sequential, standards-aligned program designed to ensure that all students develop the academic, career, and personal/social competencies necessary to be college, career, and community ready.

This plan fulfills the requirements of Pennsylvania Chapter 339, aligns with Career Education and Work (CEW) Standards, incorporates ASCA National Model principles, and reflects PDE’s Future Ready Comprehensive Planning expectations through a focus on equity, access, and measurable outcomes.

1. School Counselors/Social Worker and Assignments

- Tara Nichols, ECLC and Hydetown Elem, Grades PreK-5, 1:190
- Jeff Ledebur, Pleasantville and Main St, Elementary, Grades 1-5, 1:212
- Stephanie Knapp, Titusville Middle School, Grades 6-8 (last names M-Z), 1:190
- Brooke Martin, Titusville Middle School, Grade 6-8 (last names A-L), 1:190
- Bridget O’Neill, Titusville High School, Grades 9-12, 1:273
- Joshua Albright, Titusville High School, Grades 9-12, 1:273
- Deanna Wakefield, United Way, Titusville Middle School, Grades 6-8
- Stacey Ross, United Way, High School - Grades 9-12
- Gretchen Howard, United Way, Hydetown, Pleasantville, Main St. Elem, Grades 1-5
- Mary Lane, United Way, Career Counselor, Titusville Middle & High School - Grades 6-12
- Courtney Master, Crawford County Mental Health - District SAP Counseling

2. Role of School Counselor & Mission Statement

In collaboration with students, parents/guardians, post-secondary leaders, and our community, the Titusville Area School District K-12 Comprehensive School Counseling Program will address the equitable access to academic, career and personal/social development for all students. This mission is an extension of the Titusville Area School District mission.

The mission of the Titusville Area School District, a partnership with parents and community members, is to ensure that all students are challenged by quality academic and social experiences to achieve their fullest potential as life-long learners. The role of the school counselor is one of leader, advocate, collaborator and agent of change at each school level within the district.

As a Leader:

- Facilitator of the Student Assistance Program
- Member of School-Wide Positive Behavior Support Teams

As an Advocate:

- Liaison for students with parents, teachers, and outside agencies
- Promoter of equitable access to educational services for all students

As a Collaborator:

- Member of grade level teams, building and district-wide teams
- Member of community agency governing boards

As an Agent of Change:

- Member of American School Counseling Association
- Provide background for administrative data gathering

3. Job Description/Duties by Non-Teaching Professional Educator Domains

Domain 1: Planning and Process

- Advisement and appraisal for academic planning
- Interpreting cognitive, aptitude and achievement test data
- Collaborating with teachers on social-emotional and career-ready curriculum based on developmental need and needs identified through data
- Interpreting student records
- Analyzing grade point averages in relation to achievement

Domain 2: Environment

- Consulting with teachers about building student relationships
- Consulting with teachers on classroom management strategies
- Consulting with teachers regarding the effect of non-cognitive factors on student success
- Advocating for students

Domain 3: Delivery System

- Orientation, coordination and academic advising for new students
- Provide individual and group academic and social-emotional counseling to students

Domain 4: Professional Development

- Analyzing disaggregated schoolwide and school counseling program data
- Setting goals for the comprehensive school counseling program
- Collaborating with school principal to identify and resolve schoolwide student issues, needs, and problems

Counselor Roles & Responsibilities

Counselors in the Titusville Area School District serve a vital role in supporting the academic, career, and personal/social development of students across all grade levels. They provide direct services to students, including individual and group counseling, classroom guidance lessons, and implementation of schoolwide programs that promote achievement and readiness. In addition, counselors consult with parents, teachers, and administrators, interpreting student data, coordinating supports, and developing strategies to address student needs. Counselors act as advocates for equitable access to educational opportunities, collaborating with community agencies and support services as appropriate. All activities are carried out in accordance with professional and ethical standards, with an emphasis on prioritizing direct student services while advancing school and district goals. Through these responsibilities, counselors contribute to a safe, inclusive, and supportive learning environment that fosters student success and well-being.

Staffing & Assignments

Counselors are assigned by building and grade band to ensure continuity and developmental alignment. Counselor-to-student ratios are monitored annually to ensure effective service delivery.

Program Philosophy

The Titusville Area School District School Counseling Program is grounded in the belief that all students can achieve academic success, develop meaningful career goals, and build the personal and social skills necessary to thrive as responsible members of their communities. The program is designed to serve every student in grades K–12 through a comprehensive, developmental, and sequential approach that ensures equitable access to counseling services and supports. Counseling services are student-centered, data-informed, and aligned with district priorities, emphasizing prevention, early identification of needs, and timely intervention. Through collaboration with families, educators, administrators, and community partners, the School Counseling Program supports the district's mission by fostering student engagement, resilience, wellness, and postsecondary readiness while promoting continuous improvement and accountability.

Program Domains & Student Outcomes

The Titusville Area School District School Counseling Program addresses student development through three interrelated domains: academic development, career development, and personal and social development. Together, these domains ensure that counseling services are comprehensive, sequential, and responsive to the needs of all students from kindergarten through grade twelve. For each domain, the district identifies measurable student outcomes, relevant data sources, and an annual review process to support continuous improvement and alignment with PDE Future Ready expectations.

The academic development domain focuses on supporting student engagement, achievement, and successful progression toward graduation. School counselors assist students in developing effective learning strategies, goal-setting skills, and academic planning behaviors that support long-term success. Counseling services in this domain contribute to improved attendance, course completion, credit accrual, and on-time graduation. Progress is monitored through a review of attendance records, academic performance data, and graduation indicators, with outcomes reviewed annually to inform program adjustments.

The career development domain ensures that all students participate in ongoing career awareness, exploration, and planning activities aligned with Pennsylvania Career Education and Work standards. At the elementary level, students build awareness of a wide range of careers and begin connecting interests to future possibilities. By middle school, students complete career interest inventories and develop preliminary career plans. At the high school level, students refine postsecondary goals and complete career and postsecondary plans aligned to graduation requirements. Career portfolio completion, CEW artifacts, and postsecondary placement data are reviewed annually to measure program effectiveness.

The personal and social development domain promotes student wellness, resilience, and positive school climate. Through counseling instruction, individual and group support, and collaboration with school staff, students develop self-awareness, emotional regulation, interpersonal skills, and responsible decision-making behaviors. Counselors also provide responsive services to address barriers to learning and connect students and families with appropriate support. Program effectiveness in this domain is

monitored through discipline and referral data, student support documentation, and climate or perception survey results, which are reviewed annually to guide continuous improvement.

The TASD School Counseling Program explicitly aligns counseling activities to Pennsylvania Career Education and Work (CEW) Standards and the ASCA National Model to ensure consistency, rigor, and statewide comparability.

Standards Alignment Crosswalk:

Grade Band	Counseling Activities	CEW Standard	ASCA Domain
K–2	Career awareness and self-awareness lessons	13.1	Career
3–5	Career exploration activities	13.1	Career
6–8	Career interest inventories and planning	13.2	Academic/Career
9–12	Postsecondary planning and transition activities	13.3	Academic/Career

Counseling Services Within a Tiered Framework

The Titusville Area School District’s School Counseling Program provides a tiered system of support to ensure that all students have access to appropriate, data-informed services. Counseling is organized across three levels, emphasizing prevention, early intervention, and individualized support based on student needs.

At the Tier 1 level, the school counseling department delivers universal services designed for all students. These include classroom guidance lessons, schoolwide prevention initiatives, career awareness activities, and social-emotional learning supports that foster a positive school climate and promote student engagement. These foundational supports help students build skills and resilience necessary for academic, social, and emotional success.

Tier 2 services offer targeted support for students who require additional assistance beyond universal interventions. These may include small group counseling, focused academic and attendance interventions, and short-term social-emotional skill-building groups. Counselors work closely with teachers and families to address emerging concerns and help students overcome challenges before they escalate.

Tier 3 services are intensive and individualized, intended for students with significant or ongoing needs. These services include one-on-one counseling, crisis intervention, and coordination with both school-based and external support agencies. Counselors also participate in problem-solving teams to ensure that students receive comprehensive, personalized support to address complex challenges and promote long-term success.

All tier two and three interventions are delivered or orchestrated by the Student Assistance Program teams.

4. Career and Technical Curricula - Public School Code 339.32(1)

Educational Career Plan - Public School code 339.32(2)

The implementation of the Smart Futures Curriculum is the principle strategy for developing and sustaining individual student career plans. Following the Smart Futures curriculum plan will ensure that each Titusville Area School District student will have a complete career plan.

The Smart Futures Curriculum is a structured, developmentally appropriate career readiness program designed to support sustained, individualized student career planning across K–12. It provides students with ongoing opportunities to explore personal interests, strengths, and values, connect academic learning to real-world careers, and develop both short and long-term postsecondary goals. Through counselor-led lessons, classroom integration, and student reflection activities, Smart Futures ensures that each student's career plan is continually revisited, updated, and tailored to evolving interests and abilities.

Smart Futures is intentionally aligned with Pennsylvania's Career Education and Work (CEW) Standards, Career Readiness Skills (CRS/Student Employability Outcomes – SEO), and the ASCA Mindsets and Behaviors, creating a coherent, standards-based approach to postsecondary readiness. The curriculum addresses all three CEW strands by guiding students from early career awareness in elementary grades to preparation and planning in middle and high school. Students investigate a broad range of careers and career clusters, develop employability skills such as resume building, interviewing, and professional communication, and reflect on adaptability, goal-setting, and lifelong learning to ensure sustained career growth.

The curriculum also embeds Career Readiness Skills, or Student Employability Outcomes, including communication, collaboration, critical thinking, problem-solving, responsibility, professionalism, initiative, and perseverance. Through reflective exercises, career scenarios, and goal-setting activities, students practice these skills in meaningful contexts, directly supporting their readiness for postsecondary education and careers. In addition, Smart Futures reinforces the ASCA Mindsets and Behaviors by fostering beliefs in the value of education, confidence in students' abilities to succeed, and the understanding that postsecondary success requires preparation and planning. Students also strengthen learning strategies, self-management skills, and social competencies, including responsible decision-making, collaboration, and effective communication.

Within the Titusville Area School District, Smart Futures serves as a core instructional resource that ensures consistency across grade levels and equitable access to career exploration opportunities. It supports counselor-led instruction while documenting compliance with Act 339 and Chapter 339 expectations. By integrating the Smart Futures Curriculum into the K–12 counseling framework, T ASD guarantees that students engage in meaningful, standards-aligned career planning that evolves with their individual interests, abilities, and postsecondary goals.

The [Smart Futures Curriculum Activities Standards Alignment Document](#) can be found by clicking the link. This document provides crosswalk alignment to CEW, CRS (SEL) and ASCA Mindsets/Behaviors, which supports FRPI and K-12 Guidance Plan development.

5. Occupational Information - Public School Code 339.32(3)=

This chart contains a list of external resources that can be used to search by individual career clusters.

Career Cluster	Job Titles and Resources
Agriculture, Food & Natural Resources	Example Job Titles: Animal Breeder, Food Science Technician, Forester Careers in Agriculture
Architecture & Construction	Example Job Titles: Architect, Carpenter, Glazier, Stonemason https://www.onetonline.org/find/career Careers in Architecture
Arts, A/V Technology & Communications	Example Job Titles: Photographers, Writers, Fashion Designers https://www.onetonline.org/find/career Careers in the Arts
Business, Management & Administration	Example Job Titles: Postal Clerk, Data Entry Clerk, Managers https://www.onetonline.org/find/career Careers in Business
Education & Training	Example Job Titles: Teacher, Curators, Education Administrators https://www.onetonline.org/find/career Careers in Education
Finance	Example Job Titles: Accountant, Tax Preparer, Actuary https://www.onetonline.org/find/career Careers in Finance
Government & Public Administration	Example Job Titles: Legislator, Military Officer, Coroner https://www.onetonline.org/find/career Careers in Government
Health Science	Example Job Titles: Art therapist, Dental Hygienist, Midwife https://www.onetonline.org/find/career Careers in Health Science

<p>Hospitality & Tourism</p>	<p>Example Job Titles: Concierge, Travel Agent, Chef https://www.onetonline.org/find/career Careers in Hospitality & Tourism</p>
<p>Human Services</p>	<p>Example Job Titles: Barber, Clergy, School Psychologist https://www.onetonline.org/find/career Careers in Human Services</p>
<p>Information Technology</p>	<p>Example Job Titles: Web Developer, Computer Programmer https://www.onetonline.org/find/career Careers in Information Technology</p>
<p>Law, Public Safety, & Security</p>	<p>Example Job Titles: Lawyer, Firefighter, Paramedic https://www.onetonline.org/find/career Careers in Law, Public Safety & Security</p>
<p>Manufacturing</p>	<p>Example Job Titles: Machinist, Woodworker, Upholsterer https://www.onetonline.org/find/career Careers in Manufacturing</p>
<p>Marketing</p>	<p>Example Job Titles: Sales Manager, Model, Cashier https://www.onetonline.org/find/career Careers in Marketing</p>
<p>Science, Technology, Engineering, & Mathematics</p>	<p>Example Job Titles: Engineer, Chemist, Economist https://www.onetonline.org/find/career Careers in Science, Technology, Engineering, & Mathematics</p>
<p>Transportation, Distribution & Logistics</p>	<p>Example Job Titles: Truck Driver, Logisticians, Commercial Pilot https://www.onetonline.org/find/career Careers in Transportation, Distribution & Logistics</p>

6. Program Goals - Cumulative Records - Public School Code 339.32(4)

The overarching goal of the Titusville Area School District K-12 Comprehensive School Counseling Plan is to meet the needs of students by incorporating activities and programming that align with the standards and expectations of the Public-School Code Section 339 which addresses career education, while also implementing programming that aligns with the standards as outlined by the American School Counselor Association.

Career

- All K-5th grade students will participate in at least six career lesson activities by the end of their 5th grade year.
- All 6th-8th grade students will participate in at least six career lesson activities by the end of their 8th grade year.
- All 8th grade students will start a career plan and portfolio, with encouraged parent involvement.
- All 9th-12th grade students will participate in at least eight career lesson activities during this grade band.
- All 9-11th grade students will review their career plan and portfolio annually with encouraged parent involvement.

Academic

- All K-5th grade students will participate in lessons regarding school readiness and expectations.
- All K4-12 grade students will participate in classroom lessons yearly that address the Career Education and Work standards that are academically focused.

Personal/Social

- All K4-12 grade students will participate in classroom lessons yearly that address the Career Education and Work standards that have a social focus and interpersonal focus.
- All 6-8 grade students will participate in a dedicated Social-Emotional Learning period known as Catalyst.

7. Career and Technical Center Strategy - Public School Code 339.32(5)

Grade	Stakeholders	Program/Event	Delivery	Success Measure	Timeline	Contact
3-5	Students/Parents/ Educators	Career Exploration	SmartFutures	Completion & Reflection	Fall	Elementary Counselor
	Students/Parents/ Educators	VTC Introduction Visits	VTC Students	Completion & Reflection	Spring	Elementary Counselor
6-8	Students/Parents/ Educators	Explore Your CTC Lesson	SmartFutures	Completion & Reflection	Spring	TMS Career Counselor
	Students/Parents/ Educators	VTC Field Trip	VTC Staff	Completion & Reflection	Fall	TMS Career Counselor, School Counselors & VTC Counselor
	Students/Parents/ Educators	VTC Visit & Activity	VTC Students	Completion & Reflection	Spring	TMS Career Counselor, School Counselors & VTC Counselor
9-12	Students/Parents/ Educators	VTC Program Tours	VTC Staff	Journal Entry	October/ All year by appt.	9th-12th Grade Counselor/VTC Counselor
	Students/Parents/ Educators	VTC Open House	VTC Staff	Attendance	October	VTC Counselor
	Students/Parents/ Educators	VTC Website/THS Website	VTC Staff/TASD Staff	Feedback	All Year	VTC Staff/TASD Staff
	Students/Parents/ Educators	District Newsletter	THS Staff	Feedback	Quarterly	THS Principals
	Students	VTC Presentations	VTC Staff	Activity/ Feedback	January	9th Grade Counselor/ VTC Counselor
	Students	VTC ½ Day Shadow	VTC Staff	Journal Entry	February	9th Grade Counselor
	Students	Post-Secondary Options Presentation	Counseling Staff	Journal Entry	October	11th Grade Counselor
	Students/Parents	Student Scheduling Meetings	Counseling Staff	Feedback/ Applications	Feb-Apr, or by appt.	9th-12th Grade Counselor
	Students/Parents	Parent Scheduling Meeting	Counseling Staff	Attendance	January	8-12 th Grade Counselor
	Educators	Superintendent Meetings	VTC Administration	Feedback/ Policy Changes	Monthly	TASD Superintendent

8. Placement and Transition Services - Public School Code 339.32(6)

Grade	Stakeholders	Program/Event	Delivery	Success Measure	Timeline	Contact
3-5	Students/Parents/ Educators	Preparation for Careers	SmartFutures	Completion & Reflection	Fall	Elementary Counselor
	Students/Parents/ Educators	Six Career Paths	SmartFutures	Completion & Reflection	Spring	Elementary Counselor
	Students/Educator s	5th Grade Move Up Day	Counseling Staff	Activity	Spring	Elementary Counselor
6-8	Students	8th Grade Crawford County Career Fair	Career Fair	Activity	Spring	TMS Career Counselor
	Students	8th Grade Goal Setting Lesson	TMS Counselors	Completion & Reflection	Winter	TMS Counselors
	Students/Parents	Student Scheduling Meetings	TMS Counselors	Activity	Spring	TMS Counselors
	Students/Parents/ Educators	8th Grade Move Up Day	MS and HS Counseling Staff	Activity	Spring	TMS Counselors
9-12	Students/Parents/ Educators	Mock Interviews	Interview Setting	Satisfactory Performance	November	12th Grade Counselor/ Career Counselor
	Students/Parents/ Educators	Career Acquisition Documents	Classroom Lesson	Satisfactory Performance	November	12th Grade English Teacher
	Students/Parents/ Educators	Cooperative Education - Work Experience	Workplace	Satisfactory Performance	Ongoing	Counselor/Co-op Coordinator
	Students/Parents/ Educators	ASVAB Testing	Classroom	ASVAB Results	Fall	Military
	Students/Parents/ Educators	Life After High School	Classroom	Reflection	Spring	12th Grade Counselor
	Students/Parents/ Educators	Post-Secondary Options Presentation	Counseling Staff	Reflection	October	11th Grade Counselor/ Career Counselor
	Students/Parents	Student Scheduling Meetings	Counseling Staff	Feedback/ Applications	Feb-Apr, or by appt.	9th-12th Grade Counselor
	Students/Parents	Senior Exit Interviews	Counseling Staff	Feedback/ Applications	Fall/Winter	12th Grade Counselor
	Students/Parents/ Educators/ Community	College/Career Fair	Counseling Staff	Feedback	Spring	9th-12th Grade Counselor/ Career Counselor
	Students/Parents/ Educators/ Community	Financial Aid Night/FAFSA Completion Night	Counseling Staff/PHEAA/Pitt Titusville	Feedback	Fall	9th-12th Grade Counselor/ Career Counselor
	Students/Parents/ Educators/ Community	Venango Ready Program	Venango Ready Staff /Counseling Staff/ Career Counselor	Feedback and satisfactory completion of the program	All year- Seniors	9th-12th Grade Counselor/ Career Counselor

9. Consultation with Teachers and Administrators for Program Delivery - Public School Code 339.32(7)

Elementary School Delivery System

SCHOOL COUNSELING CURRICULUM	PREVENTION, INTERVENTION, & RESPONSIVE SERVICES	INDIVIDUAL PLANNING	SYSTEM SUPPORT
Purpose: Student awareness, skill development & 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			Counselor Related
Goal Setting, Problem Solving, Test Taking Strategies, Middle School Transition	ESAP/Student Needs Individual Counseling Executive Functioning Skills	Individual Counseling Parent Teacher Conferences	Faculty Survey Student Survey Parent Communication Parent Meetings Homebound Support Teacher Collaboration Agency Collaboration Child Study Meetings
Career			Non-Counselor Related
Career Awareness Career Exploration	Individual Meetings	Individual Counseling	Documentation Budget
Personal/Social			
Social Skills Emotional Regulation Behavioral Management Conflict Resolution Problem Solving Stress Management Healthy Choices	ESAP/Student Needs Referral for Assessment Behavior Intervention Plan Collaboration Crisis Counseling Individual Counseling Small Group Counseling Peer Mediation	Individual Counseling Action Planning Self-Regulation	Documentation Record Keeping
Percentage of Time			
30%	40%	20%	10%

Titusville Middle School Delivery System

GUIDANCE CURRICULUM	PREVENTION, INTERVENTION, & RESPONSIVE SVC	INDIVIDUAL PLANNING	SYSTEM SUPPORT
Purpose: Student awareness, skill development & 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			Counselor Related
Study Skills Organization Goal Setting Career Discussions Transition	IEP Meetings Student Assistance Team Individual Counseling Parent-Teacher Conferences Academic Coaching	Scheduling Individual Counseling Parent-Teacher Conferences	Team Meetings Mission Control Meetings Parent Meetings Parent Communication Teacher Collaboration Agency Collaboration Child Study
Career			Non-Counselor Related
Career Plan/Portfolio Career Exploration 8th Grade Crawford County Career Fair CTC Education Career Research	Individual Counseling	Individual Counseling	Training Programs PSSA Testing Documentation Budget
Personal/Social			
Bullying Teasing Cyberbullying Conflict Resolution Bystander Training Stress Reduction	Student Assistance Team Crisis Response Team Special Ed Review Team Individual Counseling Crisis Counseling Peer Mediations Behavior Plan Collaboration	Individual Counseling	
Percentage of Time			
25%	25%	25%	25%

Titusville High School Delivery System

GUIDANCE CURRICULUM	PREVENTION, INTERVENTION, & RESPONSIVE SVC	INDIVIDUAL PLANNING	SYSTEM SUPPORT
Purpose: Student awareness, skill development & 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			Counselor Related
On Your Way to High School Goal Setting College & Career Readiness Post-Secondary Options IEP Meetings	Student Assistance Team Individual Counseling Financial Aid Night FAFSA Completion Night Parent/Teacher Conferences IEP Meetings	NOCTI, AP, PSAT, SAT, ACT, ASVAB [Test Results/ Interpretation] Scheduling Meetings Senior Interviews Career Portfolio Review Post-Secondary Options Academic Scheduling Act 158 Pathways College Applications Letters of Recommendation Individual Counseling IEP Meetings	Senior Survey Parent Communication Parent Meetings Teacher Collaboration Homebound Support Agency Collaboration Child Study Crisis Response Team IU6 Counselor Network In-Service Days Ch 339 Advisory Council Counselor Meetings PHEAA/FAFSA Trainings
Career			Non-Counselor Related
Career Software System Career Assessments VTC Tours/Presentation VTC Shadowing Job Skills Post-Secondary Options Mock Interviews Career Day SEE Event Career Plan/Portfolio Review	Career Software System Individual Counseling College/Career Fair SEE Event	Career Software System Scheduling Meetings Senior Interviews Post-Secondary Options Individual Counseling Co-op/Work Experience College/School Rep Visits Military Visits	Keystone Testing [NOCTI, AP, SAT, PSAT, ACT, ASVAB Test/Administration] Documentation Data Entry Budget Master Schedule Summer School Graduation Activities High School Co-op Program Career & Technical Co-op
Personal/Social			
Student Assistance Team Meet & Greet Job Skills Listening Skills Conflict Resolution Interpersonal Skills Communication Skills Decisions Day	Student Assistance Team Crisis Response Team Secondary Transition Program Team Special Ed Review Team Individual Counseling Crisis Counseling Peer Mediations Behavior Plan Collaboration	Individual Counseling Student Assistance Team Outside Agency Referrals	
Percentage of Time			
10%	40%	40%	10%

10. Career Education Action Plans

ELEMENTARY CAREER/ACADEMIC PLAN

	K4/K5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SEPTEMBER						
OCTOBER	Bullying Prevention	Bullying Prevention	Bullying Prevention	Smart Futures Lessons	Smart Futures Lessons	Smart Futures Lessons
NOVEMBER				Smart Futures Lessons	Smart Futures Lessons	Smart Futures Lessons
DECEMBER				Bullying Prevention	Bullying Prevention	Bullying Prevention
JANUARY	Communication Skills	Communication Skills	Communication Skills			
FEBRUARY	Conflict Resolution	Conflict Resolution	Conflict Resolution	Conflict Resolution	Conflict Resolution	Conflict Resolution
MARCH	Problem Solving	Decision Making	Decision Making	Smart Futures Lessons	Smart Futures Lessons	Smart Futures/ VTC Classroom Visit
APRIL	Career Awareness	Career Awareness	Career Awareness	Test Preparation	Test Preparation	Test Preparation/ Middle School Transition
MAY	K-1 Transition/ Move Up Day					Middle School Transition/ Move Up Day
JUNE	END OF YEAR					

Titusville Middle School CAREER/ACADEMIC PLAN

	Grade 6	Grade 7	Grade 8
SEPTEMBER	Career Clusters and Pathways; My Interest Survey	VTC Field Trip	Smart Futures Lessons
OCTOBER	Career Clusters and Pathways; My Interest Survey	VTC Field Trip	Manufacturing Day
NOVEMBER	Smart Futures Lessons	Smart Futures Lessons	Smart Futures Lessons
DECEMBER	Smart Futures Lessons	Smart Futures Lessons	Smart Futures Lessons
JANUARY	Smart Futures Lessons	Career Research Lesson	Goal Setting Lesson
FEBRUARY	Smart Futures Lessons	Career Research Lesson	Scheduling; Parent Scheduling Meeting; VTC Presentation
MARCH	Smart Futures Lessons	Smart Futures Lessons	Scheduling
APRIL	Smart Futures Lessons	Smart Futures Lessons	Scheduling, Career Fair
MAY	Transition Activities & Scheduling; CTC Lesson in Smart Futures	Transition Activities & Scheduling	8th Grade Move-up Day at high school
JUNE	END OF YEAR		

Titusville High School CAREER EDUCATION PLAN

	Grade 9	Grade 10	Grade 11	Grade 12
SEP	On Your Way to High School Goal Setting			Senior Interviews Smart Futures (as needed) Co-Op/Work Experience
OCT	VTC Tours	Smart Futures	ASVAB Testing Post-Secondary Options	Senior Interviews Smart Futures (as needed) Career Acquisition Docs (English Class)
NOV	Smart Futures		ASVAB Interpretation	Seniors Interviews Mock Interviews
DEC		Listening/Job Skills	Smart Futures	Individual Academic/Career Planning
JAN	VTC Presentations	Entrepreneurship (Cultures Class)		Individual Academic/Career Planning
FEB	VTC Shadowing Academic/Career Planning Portfolio Review	Academic/Career Planning Portfolio Review	Smart Futures	Individual Academic/Career Planning
MAR	Smart Futures Academic/Career Planning Portfolio Review	Smart Futures Academic/Career Planning Portfolio Review	Academic/Career Planning Portfolio Review	Individual Academic/Career Planning
APR				Life After High School
MAY	Career/Decisions Day	Career/Decisions Day	Career/Decisions Day SEE Event	Career/Decisions Day SEE Event
JUN	END OF YEAR			

11. Stakeholder Involvement - Public School Code 339.32(8) and (9)

The Titusville Area School District has established a School Counseling Advisory Council to ensure stakeholder engagement, program accountability, and continuous improvement of the K–12 Comprehensive School Counseling Program. The Advisory Council includes representation from school counselors, building and district administrators, teachers, parents or guardians, and community and business partners.

Students:

Students will be provided a comprehensive, grade specific and developmentally appropriate school counseling program addressing academics, and career and personal/social skills. Through active involvement in this program students will be able to make educated decisions regarding their future. Students will provide constructive feedback as to the relevance of the program to their needs. This will be ascertained through data collection via written and verbal means.

Parents:

Parents will have opportunities throughout their child's educational career to obtain information on career and technical programming, post-secondary schooling, workforce trends, and financial aid resources. They can participate in career fairs, career days, and informational events.

Educators:

Educators will help implement the career curriculum by collaboratively working with the school counselors. Teachers will incorporate career information and activities within their own classroom and also allow counselor access to students so that they may present specific career lessons. Educators will also be asked to provide feedback on how to improve the career guidance program.

Community Agencies:

Titusville Area School District's Chapter 339 Plan will facilitate a collaborative relationship with local community agencies. The school district will utilize the expertise of these community agencies to design our program in order to help prepare our students for the local workplace. Community agencies will benefit by having a pool of job candidates they know are prepared for the workforce.

Post-Secondary:

Postsecondary schools benefit from having students that come to them with the skills necessary to be successful. When the student is more knowledgeable about their own career goals, they are more likely to complete the training program with a degree/certificate. The student should realize the requirements of the career and should be appropriately placed. The postsecondary options information about programs, career opportunities, and placement is information to share with students.

Business:

The plan will facilitate a collaborative relationship with Titusville's businesses. The district will use the expertise of our businesses to design our program in order to prepare students for the local workplace. Business leaders can help identify skills to better prepare students to enter the workforce. They can assist with career awareness events at all levels of education. Business leaders will benefit from the relationship by having a better prepared local workforce.

12. Follow-Up Study - Public School Code 339.32(10).

The TASD School Counseling Program follows a structured annual review and continuous improvement cycle aligned with PDE Future Ready Comprehensive Planning expectations. Each spring, relevant student outcome and program data are collected and analyzed to assess the effectiveness and equity of counseling services. Annually, counselors and administrators review this data to evaluate program strengths, identify areas for growth, and assess alignment with district goals. Based on the results of the program evaluation, revisions to the counseling plan are developed in early fall with input from stakeholders, including the School Counseling Advisory Council. The updated plan and a summary of findings are then shared with district leadership, and board acknowledgment or approval is documented annually to ensure compliance with Chapter 339 requirements.

In accordance with Public School Code § 339.32(10), the district also conducts follow-up studies to evaluate the effectiveness of the counseling curriculum and related supports. These studies include tracking postsecondary outcomes, analyzing academic progress indicators such as credit accrual and graduation rates, and reviewing feedback from students, families, and post-exit stakeholders. Results of follow-up studies are incorporated annually into program evaluation and planning to strengthen counseling services, improve student outcomes, and inform revisions to the comprehensive counseling program.

13. Advisory Council

A K-12 School Counseling Program Advisory Council has been established. The purpose of the council is to review and revise the school counseling plan, as well as advise school counselors regarding program enhancements and community resources.

The Advisory Council meets at least annually to review counseling program data, student outcome measures, and alignment with district priorities and Pennsylvania Department of Education expectations. Feedback and recommendations from the Advisory Council are documented and used to inform program revisions, goal setting, and annual updates to the counseling plan.

The following stakeholders are members of the council which meets twice annually, fall and spring.

Administration: Stephanie Keebler, Superintendent

Administration: Michael T. McGaughey, Sr., Assistant Superintendent

Administration: Donnette Porter, Curriculum Director

School Board: Krista Steinbuhler, TASD Board Member

High School Administration: Crystal Gates, High School Principal

Middle School Administration: Miles O'Shea, Middle School Principal

Elementary Administration: Shawn Fink, Elementary School Principal

School Counselor: Tara Nichols, Elementary Counselor

School Counselor: Jeff Ledebur, Elementary Counselor

School Counselor: Stephanie Knapp, Middle School Counselor

School Counselor: Brooke Martin, Middle School Counselor

School Counselor: Bridget O'Neill, High School Counselor

School Counselor: Joshua Albright, High School Counselor

School Social Worker: Gretchen Howard, Elementary
School Social Worker: Deanna Wakefield, Middle School
School Social Worker: Stacey Ross, High School
Career Counselor: Mary Lane, Middle and High School
Elementary School Educator: Carrie McGaughey
Middle School Educator: Dan Parks
High School Educator: Fred Smith
Business/Community: Joe Nichols
Business/Community: Joe Roddy
Business/Community: Melanie LaLone
Elementary Parent: Megan Kennedy
Middle School Parent: Carla Huck
High School Parent: Audrey Slocum