

CONNELLSVILLE AREA SD

K-12 Guidance Plan | 2024 - 2027

GUIDANCE PLAN PROFILE

PROFILE

LEA Name

Connellsville Area SD

AUN

101261302

Address 1

732 Rockridge Rd.

Address 2

City

Connellsville

State

PA

Zip Code

15425

LEAD COUNSELOR

Lead Counselor Name

Lori Rosensteel

Lead Counselor Phone Number

724-628-3300

Extension

1400

Lead Counselor Email

Irosensteel@casdfalcons.org

CHIEF SCHOOL ADMINISTRATOR

Chief School Administrator Name

Mr Richard Evans

Chief School Administrator Phone Number

(724) 628-3300

Extension

Chief School Administrator Email

revans@casdfalcons.org

ADDITIONAL COUNSELOR(S)

Counselor Name

Counselor Phone Number

Extension

Counselor Email

GUIDANCE MISSION STATEMENT AND CTE PROGRAMS

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1. Enter your school's Guidance Services Mission Statement that reflects the school's mission and includes reference to the three domains (academic, career, social/emotional), and equity and access for all students (600 character limit).

The mission of the Connellsville Area School District school counseling program is to assist all students in their quest to become productive citizens and responsible lifelong learners through their academic development, personal and social growth, and career exploration. Our vision is to empower all students to be independent, empathetic thinkers who are prepared to be productive and responsible community members today, tomorrow, and in the future.

2. Does your school offer PDE-approved Career and Technical Education (CTE) programs or send students to a Career and Technical Center (CTC) or to another school that offers PDE-approved CTE programs?

Yes

School district, indicate the school/CTC your students attend to gain PDE-approved CTE instruction. If a CTC, list your member districts. (1000 character limit).

Connellsville Area Career and Technical Institute

339.31 BOARD-APPROVED GUIDANCE PLAN

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3. Is your K-12 Guidance Plan approved by your School Board or Joint Operating Committee?

Yes

Enter date when last approved by Board/JOC.

2024-02-28

339.32(1) CAREER AND TECHNICAL CURRICULA

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4. Does your school provide a comprehensive career counseling services curriculum to assist all students with unbiased occupational and educational information necessary for realistic career planning?

The school counseling services curriculum should align to Career Education and Work Standards and evidence required by Future Ready PA Index. Curriculum should be available during Perkins and APTE/339 compliance reviews.

Yes

5. Does your school maintain a published annual calendar that includes a monthly listing of school counseling services offered, organized by domain (academic, career, social/emotional) and grade level? The calendar should include ongoing activities to assist all students (and their parents) with career planning to meet student needs and interests.

Yes

Upload Monthly Guidance Services Calendar/List (12 pages maximum)

High School Program Calendar.pdf

CACTC Program Calendar.pdf

Elementary School Counselor Monthly
Calendar.pdf

Middle School Counselor Monthly
Calendar.pdf

339.32(2) EDUCATIONAL CAREER PLAN

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6. Does the school counseling department have written strategies for developing and maintaining individual student career plans that address academic and technical preparation, postsecondary education, and training along with individual and group counseling and assessment?

The student career plan should align to Career Education and Work Standards and evidence required by Future Ready PA Index. The Career Plan should be available during Perkins and APTE/339 compliance reviews.

Yes

339.32(3) OCCUPATIONAL INFORMATION

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7. Does your school maintain a listing of diverse and inclusive external resources, organized by the Career Clusters, that includes links to businesses, organizations, postsecondary education, service learning, training, and work-based learning?

Yes

Upload List of Career Resources (13 pages maximum)

FRCPP_339.32(3).pdf

339.32(4) CUMULATIVE RECORDS

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8. Does your school maintain a document showing major career guidance service goals and objectives that reflect a general big idea, followed by specific and measurable outcomes that use the data?

The document should include details on how guidance staff gather and utilize cumulative student data and records.

Yes

Upload career guidance service goals and objectives document (3 pages maximum).

FRCPP_ Culmulative Records.pdf

FRCCP Elementary & Middle School -
Guidance Plan.pdf

339.32(5) ORIENTATION TO CAREER AND TECHNICAL OPTIONS

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9. Does your school maintain a listing of career guidance service activities (e.g. events, tours, and interventions) organized by grade level and focused on increasing awareness of career and technical education opportunities among all K-12 students, parents, educators, postsecondary, businesses, and community agency stakeholders?

Yes

Upload CTE career guidance services activities and opportunities documents (5 pages maximum).

339.32(5) Orientation to Career and
Technical Options.pdf

339.32(6) CAREER PLACEMENT SERVICES

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10. Does the school counsel all students regarding their transition from school to postsecondary (work, college, military, other)?

Yes

Upload career placement services document (3 pages maximum).

339.32(6) Career Placement Services.pdf

339.32(7) CONSULTATION WITH TEACHERS AND ADMINISTRATORS

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11. Does your school maintain a delivery system that includes academic and career guidance curriculum, prevention and intervention for social/emotional development, and student planning and support?

The delivery system should reflect direct (face-to-face) and indirect (independent research) career guidance services organized by grade level as evidence that all students receive formal and informal career consultation with teachers and administrators.

Yes

Upload delivery system document (13 pages maximum).

Middle School Counselor Monthly
Calendar.pdf

Elementary School Counselor Monthly
Calendar.pdf

High School Program Calendar.pdf
CACTC Program Calendar.pdf

339.32(8) AND (9) STAKEHOLDER INVOLVEMENT

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12. Does your school maintain a school counseling document that shows how each partner group (students, parents, educators, postsecondary, businesses, community agencies) benefits from and/or assists with the delivery of guidance services?

Yes

a. Students

Students benefit from career lessons, planning conferences, and exposure to postsecondary and work-based learning. They assist by completing portfolios, engaging in activities, and giving feedback that improves services.

b. Parents

Parents benefit through workshops on financial aid, college and career planning, and course scheduling. They assist by participating in conferences, encouraging career planning at home, and engaging in fairs and events.

c. Postsecondary

Colleges and technical schools benefit from students who are better prepared, focused, and less likely to change majors. They assist by offering dual enrollment, admissions workshops, financial aid resources, and career pathway guidance.

d. Educators

Educators benefit by collaborating with counselors to integrate career readiness into curriculum. They assist by mentoring, co-teaching lessons, and reinforcing career projects, ensuring students are prepared for future goals.

e. Businesses

Businesses benefit from a future workforce pipeline. They assist by offering job shadowing, internships, co-ops, mentoring, and guest speaking, exposing students to workplace skills and career opportunities.

f. Community Agencies

Community agencies such as CareerLink, WFWIB, Chestnut Ridge Counseling, Fayette County Community Action, Youth Services Bureau, and Westmoreland County Community College assist with delivery through supports, workshops, and work-based learning. They benefit by fulfilling their mission, building workforce pipelines, and aligning services with student needs.

13. Does your school conduct at least one school counseling advisory council meeting per year and maintain minutes that show discussion of career and postsecondary planning, career curriculum and assessment, as well as initiatives and supports related to academic development and social/emotional development, along with details on how the discussion leads to action steps and solutions that enhance student outcomes?

The minutes should include a listing of all members of the advisory council with their name, job title, affiliation, and whether present or absent at the meeting. Agenda, minutes, and action plan should be available during Perkins and APTE/339 compliance reviews.

Yes

339.32(10) FOLLOW-UP STUDIES

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14. Does your school conduct follow-up studies to determine the effectiveness of your school counseling curriculum/program outcomes that includes study results and how the information collected is utilized to improve service delivery?

The follow-up study should be available during Perkins and APTE/339 compliance reviews.

Yes

Describe one aspect of your follow-up study, including the partner group, number of responses received, and indicate how the data collected was utilized to improve school counseling services (1000 character limit).

Follow-up studies across elementary, middle, and high school use Smart Futures data and student surveys to gather feedback on counseling services. Results showed strengths in career awareness, but gaps in self-advocacy and transition planning. Counselors used this data to expand lessons, add small groups, strengthen transition supports, and increase family engagement to improve K–12 counseling services.

SIGNATURES AND ASSURANCES

ASSURANCE OF QUALITY AND ACCOUNTABILITY

✓ As Lead Counselor, I affirm the responses to this school's K-12 Guidance Plan meet compliance with Title 22 Chapter 339.31-32 Career and Technical Education Standards and are accurate to the best of my knowledge.

Lead Counselor
Lori Rosensteel

Date
2024-09-04

CHIEF SCHOOL ADMINISTRATOR

✓ As Chief School Administrator, I affirm the responses to this school's K-12 Guidance Plan meet compliance with Title 22 Chapter 339.31-32 Career and Technical Education Standards and are accurate to the best of my knowledge.

Chief School Administrator
Richard Evans

Date
2025-09-10