

Guidance Plan Profile

LEA Name		AUN
Haverford Township SD		125234502
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50 East Eagle Road		
Address 2		
City	State	Zip Code
Havertown	PA	19083

Lead Counselor Name	
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Lead Counselor Email	
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Chief School Administrator Name	
Dr Matthew C Hayes	
Chief School Administrator Phone Number	Extension
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Guidance Mission Statement and CTE Programs

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 District's K–12 School Counseling Program delivers a comprehensive, developmental framework that supports students' academic achievement, career readiness, and social/emotional development. School counselors promote safe, inclusive, and supportive learning environments aligned with district strategic priorities. In collaboration with educators, families, community partners, local businesses, and postsecondary institutions, the program is committed to ensuring equity, access, and opportunity for all students.

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

Indicate whether your school offers PDE-approved CTE programs or to which school/CTC do you send students to gain CTE instruction (1000 character limit).

The District sends students to the Delaware County Technical School for CTE instruction.

339.31 Board-Approved Guidance Plan

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.

2026-03-19

339.32(1) Career and Technical Curricula

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

Yes

5. Does your school maintain a monthly calendar or monthly listing of K-12 career guidance 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)

339.32(1).pdf

339.32(2) Educational Career Plan

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

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 (16 pages maximum)

339.32(3).pdf

339.32(4) Cumulative Records

8. Does your school maintain cumulative records and the release of student records in accordance with 339.32(4)?

Yes

339.32(5) Orientation to Career and Technical Options

9. Do the school and the CTC work together to apply engagement strategies to promote career and technical education opportunities among all K-12 students, parents/guardians, educators, postsecondary institutions, businesses, and community agencies?

Yes

339.32(6) Career Placement Services

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

Yes

Upload career placement services document (3 pages maximum).

339.32(6).pdf

339.32(7) Consultation with Teachers and Administrators

11. Does your school provide formal and informal career consultation with school staff as well as access to school counseling services for all students by grade-level?

Yes

339.32(8) and (9) Stakeholder Involvement

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 a comprehensive range of guidance services that foster academic growth, career awareness, and social/emotional development, supporting their development as lifelong learners. Through structured career instruction and exploration, students gain the skills necessary to make informed academic and postsecondary decisions. Students actively contribute to the guidance program by providing ongoing feedback across tiers of service delivery and by participating in classroom lessons, wellness initiatives, career exploration activities, academic and postsecondary planning, small group supports, and individual counseling.

b. Parents

Parents benefit from guidance services that support their child's academic development and social/emotional growth, helping students progress toward postsecondary goals and responsible citizenship. Parents partner with school personnel to support academic planning, course selection and leveling, participation in extracurricular and social-emotional learning opportunities, and informed decision-making related to postsecondary pathways.

c. Postsecondary

Postsecondary partners benefit from students who are prepared with the academic, career, and interpersonal skills necessary to succeed as productive members of their institutions and organizations. In turn, postsecondary partners support the delivery of guidance services by providing information sessions, campus visits, and advising. These partnerships assist students in navigating postsecondary education, training opportunities, support services, and pathways to employment.

d. Educators

Educators benefit from a comprehensive guidance program that supports the development of safe, inclusive, and supportive learning environments across multiple tiers of service delivery. Administrators, principals, and teachers collaborate in academic planning through recommendations related to course selection, course leveling, extracurricular participation, and athletics. School personnel also participate on SAP, CST, IEP, and Section 504 teams to identify and address student needs related to academics, behavior, attendance, and mental health, supporting progress toward graduation and postsecondary goals.

e. Businesses

Business partners benefit from engaging with students who are developing the skills and dispositions necessary to become productive, workforce-ready citizens. Through partnerships such as mentoring, career awareness activities, and work-based learning opportunities, businesses support students in understanding postsecondary options and the skills valued by employers. In turn, these partnerships provide businesses with

meaningful contributions and services while strengthening the local workforce pipeline.

f. Community Agencies

Community agencies benefit from partnerships that support the development of engaged, capable, and community-minded students. By providing mentoring, educational programming, service-learning, and work-based experiences, community partners assist students in exploring postsecondary opportunities and developing transferable skills. These collaborations also enable agencies to receive meaningful support and services while contributing to students' academic, career, and social/emotional growth.

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 stakeholder group 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

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?

Yes

Describe one aspect of your follow-up study including the stakeholder group and number of responses and indicate how the data collected was utilized to improve career guidance services (1000 character limit).

The District conducts follow-up reviews of school counseling program outcomes using student feedback as a primary data source. At the secondary level, student input, collected through informal surveys, counseling interactions, and program feedback, has consistently emphasized the importance of timely access to school counselors for academic planning, career guidance, and social/emotional support delivered both individually and in small groups. The feedback has been used to inform ongoing discussions regarding counseling service delivery, including review of student-to-school counselor ratios and prioritization of counselor responsibilities to better balance academic, career, and social/emotional supports at the high school level.

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.
false

Lead Counselor	Date

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.
false

Chief School Administrator	Date