

Guidance Plan Profile

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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 mission of the WCASD School Counseling Program, which serves the needs of a diverse community, is to counsel, educate and advocate for all students as they pursue their individual academic, personal, social and career goals. We will accomplish this by delivering a proactive, comprehensive and consistent counseling program. In partnership with teachers, administrators, parents, and the community, school counselors help all students to achieve their personal best.

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 utilizes the Chester County Technical College High School (TCHS), operated by the Chester County Intermediate Unit. All TCHS career and technical programs are aligned to both Pennsylvania State Standards and national industry certifications. Upon successful completion of a career and technical education course of study, students receive a profile of the standards they have studied and mastered.

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.

2026-03-16

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)

Career Counseling at Rustin.html

Final 339 Plan Calendar.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)

occupational Information_4b02b996.pdf

SchoolLinks Occupational Information.docx

K12GP 339.32 (3)_de69aa1c.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).

Career Placement Services - Activities regarding transition to post-secondary.docx

2026-27 Career Compass Course Presentation.pdf

K12GP 339.32 (3).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 and actively assist in the delivery of the school counseling program by participating in a comprehensive range of counseling services designed to support their academic, career, and social-emotional development. Through classroom lessons, grade-level meetings, small-group counseling, and individual counseling sessions, students build essential skills such as self-awareness, goal setting, decision-making, resilience, and interpersonal communication. Students also contribute to the effectiveness of the program by engaging in needs assessments, providing feedback, utilizing available resources, and applying learned skills in real-world settings. By accessing counseling services and supports each year, students are empowered to achieve their personal best while helping inform and strengthen the ongoing delivery of guidance services.

b. Parents

Parents and guardians benefit from the school counseling program through increased access to information, resources, and support that promote their child's academic success, career planning, and social-emotional well-being. School counselors partner with families through communication, workshops, conferences, and referrals to help parents better understand developmental milestones, graduation requirements, postsecondary options, and mental health supports. Parents and guardians assist in the delivery of guidance services by collaborating with counselors, reinforcing skills and strategies at home, sharing insights about their child's needs, and supporting student engagement in counseling programs and school-based initiatives.

c. Postsecondary

Postsecondary institutions benefit from the school counseling program by receiving students who are better prepared academically, socially, and emotionally for college, training programs, and other postsecondary pathways. School counselors collaborate with colleges, universities, and training providers to align expectations, share information about admissions and placement, and support seamless transitions after high school. Postsecondary partners assist in the delivery of guidance services by providing admissions information, hosting campus visits, participating in career and college events, offering dual enrollment or bridge programs, and sharing data and feedback to support continuous improvement.

d. Educators

Educators support counselors in their delivery of programs and services to stakeholders so that students are able to achieve their personal best through a multitude of programs and services. Educators assist in providing equity and access to all, work together with counselors to address and enhance student achievement and create a positive learning climate. Staff members work cooperatively and communicate effectively to support student success.

e. Businesses

Businesses and employers benefit from the school counseling program by contributing to the development of a future workforce equipped with essential employability skills such as communication, problem-solving, teamwork, and adaptability. School counselors partner with local and regional businesses to connect students with real-world career exploration opportunities. Businesses assist in the delivery of guidance services by offering job shadowing, internships, apprenticeships, mentorships, workplace tours, and career presentations that help students understand career pathways and labor market expectations.

f. Community Agencies

Community agencies benefit from the school counseling program through coordinated partnerships that support student and family well-being and strengthen community connections. School counselors collaborate with mental health providers, social service agencies, nonprofit organizations, and youth-serving programs to ensure students have access to comprehensive supports. Community agencies assist in the delivery of guidance services by providing referrals, counseling services, prevention programs, workshops, crisis support, and enrichment opportunities that extend the school counseling program beyond the school setting and enhance outcomes for students and families.

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).

One component of WCASD's follow-up study involves annual feedback collected from parents and students through a district wide survey focused on school counseling and career guidance services. The survey gathers input related to counseling curriculum, accessibility and availability of services, effectiveness of academic and career guidance supports, social-emotional and mental health services, and overall satisfaction. Survey results are reviewed and analyzed annually by counseling staff and district leadership to identify trends, strengths, and areas for improvement. The data is used to inform programmatic adjustments, including refinements to career exploration activities, postsecondary planning supports, communication strategies, and access to counseling services. Survey findings consistently indicate that parents believe their students feel welcomed and supported at school, are gaining skills needed for real-world experiences, and have access to appropriate counseling and mental health resources. WCASD uses this feedback to strengthen career guidance services by increasing student engagement in counseling activities, expanding targeted supports where gaps are identified, and aligning services with student needs and stakeholder expectations. The district remains committed to continuous improvement and to increasing participation rates to ensure an even broader range of stakeholder perspectives are reflected in future program planning.

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

