

COMPREHENSIVE SCHOOL COUNSELING PLAN

(INCLUDING K-12 GUIDANCE PLAN 339 REQUIREMENTS)



2026 - 2029

Every Student, Every Day

K KENNETT
CONSOLIDATED SCHOOL DISTRICT

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DISTRICT CONTACTS

CHIEF ACADEMIC OFFICER

Dr. Kimberly Rizzo-Saunders, Superintendent

krizzosaunders@kcsd.org

SCHOOL COUNSELING ADMINISTRATOR/LEAD COUNSELOR

Mrs. Casandra Jones, Assistant Superintendent of Pupil Services

cljones@kcsd.org

SCHOOL COUNSELING DEPARTMENT

School/Grades Served	Counselor Contacts	Current Student to School Counselor Ratio (250:1 recommended)
Mary D. Lang Kindergarten Center (K)	Kourtney Phillips kphillips@kcsd.org	264:1
Bancroft Elementary School (1-5)	Emma Termini etermini@kcsd.org	378:1
Greenwood Elementary (1-5)	Jennifer Reinheimer jreinheimer@kcsd.org	564:1
New Garden Elementary (1/5)	Sherri Solon ssolon@kcsd.org	503:1
Kennett Middle School (6-8)	Kori Barley Stoudemire kbarley@kcsd.org Lauren Boder lboder@kcsd.org Shariyf McCormick smccormick@kcsd.org	287:1*
Kennett High School (9-12)	Logan Buchanan lbuchanan@kcsd.org Sylvia Cintora scintora@kcsd.org Margaret Snyder msnyder@kcsd.org Michelle Sojo Carro msojocarro@kcsd.org	289:1*

*Represents the average

Long-term Equity-Focused Staffing Plan: Add 2.0 full-time equivalent (FTE) elementary counseling positions (one for 2026-2027 and one for 2027-2028) to address elevated student-to-staff ratios that restrict access to counseling, tiered supports, and preventive services. These additional FTEs will reduce caseloads, expand intervention and small-group counseling capacity, increase time for universal developmental guidance lessons and family outreach, and strengthen coordination with classroom and support staff.

TRANSITION TO A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The district is revising SB Policy 112 to replace the traditional “guidance counseling” model with an evidenced-based, ASCA-aligned, comprehensive school counseling framework. The revised policy will formalize the shift in terminology and role expectations, require data-driven program planning and outcome measurement, and ensure equitable access to services across the three ASCA domains: academic development, social-emotional development, and postsecondary/career development.

Moving forward, all educational partners should use the term “school counselor” districtwide when referring to certificated counseling staff to more accurately reflect the role.

Guidance Counselor vs. School Counselor

Guidance Counselor

- Reactive; responds to individual issues as they arise
- Services provided to some students
- Impact measured by feelings and perceptions
- Ancillary to the school improvement process
- Often works in isolation

School Counselor

- Proactive and data-driven: uses data to identify needs, set measurable goals, and evaluate outcomes (academic, attendance, behavior, postsecondary/career)
- Delivers a comprehensive program for all students across academic, social-emotional, and postsecondary/career domains
- Impact measured by achievement, attendance, behavior, and other measurable student outcomes
- Integral to school improvement as a school leader and collaborator
- Develops, manages, and evaluates the comprehensive school counseling program in partnership with staff, families, and community agencies

WHO WE ARE

DEPARTMENT MISSION



The Mission of the Kennett Consolidated School District's School Counseling Program is to empower every student, every day, to realize their full potential in the areas of academic success, social-emotional growth, and postsecondary & career readiness.

DEPARTMENT VISION



We envision a school counseling program that fosters resilience, compassion, and purpose. By honoring each student's unique cultural identity and promoting accountability and growth, we empower students to find fulfillment, achieve individualized success, and create a better tomorrow.

DEPARTMENT BELIEF AND COMMITMENT STATEMENTS



- We believe every student can thrive when barriers are identified and removed.
 - *We commit to identifying and removing barriers that impede student success.*
- We believe students persevere best when they feel connected to and supported by a caring school community that values their unique experiences.
 - *We commit to fostering a caring school community where every student feels connected, supported, and valued for their unique experience.*
- We believe all students deserve equitable access to educational opportunities that honor their individual needs and backgrounds.
 - *We commit to using disaggregated data to ensure equitable access—regularly monitoring achievement and contributing-factors data (attendance, discipline, etc.) to identify gaps and develop action plans.*
- We believe building trusting partnerships and collaborating with families and the wider community are essential components of student success.
 - *We commit to building trusting, culturally responsive partnerships with families and the wider community, meeting people where they are and collaborating respectfully to support every student's success.*
- We believe school counselors play a vital role in equipping students with the academic and life-readiness skills they need to succeed.
 - *We commit to integrating school counselors fully into the Multi-Tiered System of Support (MTSS) framework, delivering tiered supports and services that ensure every student receives exactly what they need to succeed (every student, every day).*

PROGRAM EVALUATION

At the start of the 2025–26 school year, the District conducted a comprehensive evaluation of its school counseling program to establish a baseline and assess alignment with the latest edition of the ASCA (American School Counselor Association) National Model. The evaluation included a review of student data (achievement and contributing-factors) to identify strengths and areas for growth.



The District used the ASCA School Counseling Program Assessment to measure progress toward full implementation of a comprehensive school-counseling program and to identify strengths and improvement needs.

Results showed inconsistent implementation across school sites and a lack of uniform practices in delivery, management, and assessment. Only 6 of 25 assessed practices were consistently implemented districtwide.

To collect perception data from students, staff, and families, the district contracted with the Chester County Intermediate Unit (CCIU) to administer and analyze that portion of the evaluation, ensuring educational partners (e.g., parents/guardians, administrators, teachers, pupil services personnel, students, etc.) could share freely and that findings would be reviewed impartially. The CCIU administered a survey that yielded more than 1,300 responses across partner groups and facilitated focus groups with students, staff, and parents.

Three consistent themes emerged from the perception data across all partner groups, specifically the need for:

- **clarity** about the school counselor role;
- **consistent, equitable** programs across buildings; and
- increased **communication** about roles, program goals, objectives, and outcomes.

[Access the full report from the Chester County Intermediate Unit.](#)

DISTRICT DATA SUMMARY

Metrics may vary by reporting period (time of year) and by which specific report is used.

General District Information*

- Number of schools: 6
- Grades offered: K–12
- District enrollment: 3,838
- Percent of gifted students: 2.3%
- Enrollment in partnering career and technical center(s): 214
- Charter school enrollment: 142
- Geographic size of district (square miles): 34.17
- Partnering career and technical center: Chester County Technical College High School
- Supporting intermediate unit (IU): Chester County IU 24

- **6 Schools**
- **K - 12**
- **3,838 Enrollment**
- **34.17 square miles**

Demographic Data*

Enrollment by student groups:

- Economically disadvantaged: 47.6%
- English language learners (ELL): 19.1%
- Special education: 15.9%
- Foster care: N/A
- Homeless: 7.7%

- **47.6 Economically Disadvantaged**
- **19.1% ELLs**
- **15.9% Special Education**

Race/ethnicity:

- American Indian/Alaskan Native: 0.1%
- Asian: 1.9%
- Black: 2.1%
- Native Hawaiian/Other Pacific Islander: 0.0%
- Hispanic: 45.2%
- White: 47.6%
- Two or more races: 3.2%

- **47.6% White**
- **45.2% Hispanic**
- **2.1% Black**
- **1.9% Asian**

*Based on PA Future Ready Index, 2024–25

DISTRICT DATA SUMMARY

PSSA ENGLISH LANGUAGE ARTS

- **Districtwide proficiency decreased** from 57.0% (2022–23) to 55.1% (2024–25).
- Greenwood is the only building showing improvement in ELA proficiency over that period.
- **Female students outperform male students:** 61.0% vs. 49.5% proficient/advanced (2024–25).
- **Persistent achievement gap between Hispanic and White students:** 77.0% of White students proficient/advanced vs. 29.4% of Hispanic students (2024–25).
- **Subgroups performing significantly below the state average:** students with IEPs/special education, ELL, and economically disadvantaged students.

PSSA MATHEMATICS

- **Districtwide proficiency increased** from 44.5% (2022–23) to 46.8% (2024–25).
- Bancroft is the only building that did not show improvement in math proficiency during that period.
- **Male students slightly outperform female students:** 48.3% vs. 45.1% proficient/advanced (2024–25).
- **Persistent achievement gap between Hispanic and White students:** 68.3% of White students proficient/advanced vs. 21.5% of Hispanic students (2024–25).
- **Subgroups performing significantly below the state average:** students with IEPs/special education, ELL, and economically disadvantaged students.

KEYSTONE ASSESSMENTS: ALGEBRA I

- **District proficiency decreased** from 39.2% (2022–23) to 37.4% (2024–25).
- **Female students outperform male students:** 43.5% vs. 31.6% proficient/advanced (2024–25).
- **Persistent achievement gap between Hispanic and White students:** 55.6% of White students proficient/advanced vs. 14.0% of Hispanic students (2024–25).
- **Subgroups performing significantly below the state average:** students with IEPs/special education, ELL, and economically disadvantaged students.
- Notably, 0% of ELL students who took the Algebra I assessment in 2024–25 scored proficient.

DISTRICT DATA SUMMARY

KEYSTONE ASSESSMENTS: BIOLOGY

- **District proficiency improved** from 42.1% (2022–23) to 48.8% (2024–25).
- **Female students outperform male students:** 54.0% vs. 44.2% proficient/advanced (2024–25).
- **Persistent achievement gap between Hispanic and White students:** 69.4% of White students proficient/advanced vs. 26.0% of Hispanic students (2024–25).
- **Hispanic student proficiency has increased** annually from 20.1% (2022–23) to 26.0% (2024–25). White student proficiency also increased over the same period.
- **Subgroups performing significantly below the state average:** students with IEPs/special education, ELL, and economically disadvantaged students.
- **Increased proficiency has been observed** across all three subgroups, most notably special education students.

KEYSTONE ASSESSMENTS: LITERATURE

- **District proficiency increased** from 50.9% (2022–23) to 63.3% (2024–25).
- **Female students outperform male students:** 68.5% vs. 58.8% proficient/advanced (2024–25).
- **Persistent achievement gap between Hispanic and White students:** 86.7% of White students proficient/advanced vs. 30.6% of Hispanic students (2024–25).
- **Subgroups performing significantly below the state average:** students with IEPs/special education, ELL, and economically disadvantaged students.
- **Proficiency rates have steadily increased** for all subgroups except ELL.

CONTRIBUTING FACTORS DATA

ATTENDANCE

- **Overall attendance improved** from 93.4% (2022–23) to 95.0% (2024–25). Improvement observed across all school sites; no significant disparities by subgroup.
- **Truancy (3 unexcused absences) remained steady:** 499 (12.7%) in 2022–23 to 483 (12.6%) in 2024–25.
- **Habitual truancy (6+ unexcused absences) decreased** from 382 (9.7%) to 332 (8.6%).
- **Chronic absenteeism (18+ absences, excused or unexcused) fell** from 710 (18.2%) in 2022–23 to 285 (7.4%) in 2024–25.
- **Truancy is concentrated in middle and high school:** middle school rates were stable, while high school saw a substantial decrease.
- **Persistent disparities between Hispanic and White students:** in 2024–25, 132 White students were truant versus 323 Hispanic students. Socioeconomic status shows the strongest correlation with attendance issues.

DISCIPLINE

- During the 24 - 25 school year:
 - 62% of behavior records were for male students.
 - 28% of behavior records were for female students.
 - 76% of behavior records were for students in grades 9-12.
- 69% of behavior records were for hispanic students.
- 27% of behavior records were for special education students despite only representing 17.5% of the total student body.
- 26% of behavior records were for ELL students despite only representing 19.1% of the total student body.
- **Disparities in behavior records persist across gender, grade, race/ethnicity, special education status, and ELL status:** males, Hispanic students, students with disabilities, and ELL students are referred at higher rates.
- These groups also **experience higher rates of exclusionary discipline**, though overall use of exclusionary discipline across the district is low.
- The majority of disciplinary actions are restorative in nature.

CONTRIBUTING FACTORS DATA

SPECIAL EDUCATION ENROLLMENT

- Despite a decline in overall enrollment, **special education enrollment has risen** from 13.7% in 2022–23 to 17.5% in 2024–25, an increase of 201 students over that three-year period. The state enrollment rate was 20.7% in 2024–25, so the **district remains slightly below the state average**. That rate has since increased to 19.9% (as of 1/15/26).
- Most notably, the **incidence of autism increased** from 12.3% in 2022–23 to 14.1% in 2024–25 and to 18.4% (as of 1/15/26). Other areas of growth include Emotional Disturbance and Specific Learning Disability.
- During the 2024–25 school year, **80.2% of special education students were educated in the regular classroom** for 80% or more of the school day. Approximately 5.2% were educated outside the district.

ENGLISH LEARNING (EL) ENROLLMENT

- **English Learner (EL) enrollment increased** from 766 students in 2022–23 (713 active; 53 monitored) to 890 students in 2024–25 (803 active; 87 monitored).
- **A subset of the active EL population is students with Limited or Interrupted Formal Education (SLIFE)**. SLIFE enrollment rose from 22 students in 2021 to a peak of 51 in 2024, then declined to 35 in 2025. SLIFE students often require additional transition support, scheduling coordination, and family outreach.
- **Most EL students continue to perform in the Developing to Expanding proficiency range on the annual ACCESS exam**, indicating improving academic language skills alongside an ongoing need for instructional support. Among language domains, Listening is consistently the strongest, while Writing remains the lowest-performing—reflecting the greater instructional demands of academic language production.
- Districtwide, the **average ACCESS composite score increased** from 2.8 in 2023–24 to 3.2 in 2024–25, indicating overall positive language growth; approximately 73% of students showed year-over-year growth. The share of students in higher proficiency bands also rose: the proportion scoring at or above 4.5 increased from about 16% in 2023–24 to about 19% in 2024–25, showing steady progress toward English proficiency and program exit readiness.

CONTRIBUTING FACTORS DATA

ECONOMICALLY DISADVANTAGED

- **The percentage of students qualifying for free or reduced-price lunch rose** from 45.9% in 2022–23 to 47.6% in 2024–25, with rates varying by building.
- **Bancroft Elementary has the highest rate**, with 60% of students qualifying in 2024–25.
- **Significant disparities persist between Hispanic and White students and subgroup.** For example:
 - 88.1% of Hispanic students qualify, compared with 11.4% of White students.
 - 92.9% of English Learner (ELL) students qualify.
 - 63.5% of special education students qualify.

DROPOUT DATA

- **The number of dropouts decreased** from 17 (2022–23) to 13 (2024–25).
- **Disparities persist by gender, race/ethnicity, language proficiency, and socioeconomic status.** Of the 13 dropouts in 2024–25: 12 were male, 13 were Hispanic, 9 were ELL, and 12 were economically disadvantaged.

SCHOOL COUNSELING DATA PRIORITIES & ACHIEVEMENT GAP PLANS

At the school level, counselors review achievement and contributing-factor data to identify counseling priorities aligned with the school improvement plan. These priorities inform achievement-gap plans that focus on students not meeting academic benchmarks and link gaps to contributing factors such as attendance, discipline, systemic barriers, student perspectives, and educator-partner perspectives.

Each plan includes an achievement-gap goal, identified contributing factors, and an action plan that specifies standards, learning objectives, assessment statements, and strategies (both direct and indirect student services). Before implementing strategies, counselors collect baseline data and compare it with post-lesson data to evaluate effectiveness. Collected measures include participation data, standards-based pre/post assessment results, and the achievement metric named in the goal statement.

OVERARCHING PROGRAM GOALS

These goals were developed from the district's comprehensive program evaluation, including results from the ASCA School Counseling Program Assessment and perception data gathered via surveys and focus groups. Student outcome data are addressed in the District Strategic Plan (which the school counseling program supports), in school improvement plans, and through building-level achievement-gap plans.

MEASURABLE GOAL 1

By 2029, the school counseling department will increase alignment with the ASCA National Model by fully implementing at least 80% of the practices across the Delivery, Management, and Assessment domains, as measured annually by the ASCA School Counseling Program Assessment tool.

Baseline (established in 2026)

- 6 of 25 practices in place (24%)

Annual Targets

- 2027: 11 of 25 practices (44%)
- 2028: 16 of 25 practices (64%)
- 2029: 20 of 25 practices (80%)

The school counseling department will assess the counseling program annually to determine alignment with the ASCA National Model. The department's overarching goal is to ensure alignment, with at least 80% of practices in the Delivery, Management, and Assessment domains fully implemented across all school buildings.

MEASURABLE GOAL 2

By 2029, the school counseling department will increase partner understanding and program consistency so that at least 70% of respondents indicate Agree/Strongly Agree on targeted perception measures for communication and program equity, as measured by CCIU-administered surveys and focus groups.

Baseline (established in 2026)

- Communication with students, families, and staff: 59.8% Agree/Strongly Agree
- Consistency and equity across schools: 42.2% Agree/Strongly Agree

Annual Targets

- 2027: Communication: 62.5%; Consistency/equity: 50.0%
- 2028: Communication: 66.0%; Consistency/equity: 59.0%
- 2029: Communication: 70.0%; Consistency/equity: 70.0%

The District will engage the Chester County Intermediate Unit (CCIU) tri-annually to gather and analyze perception data from students, staff, and families, supplemented by annual mini-surveys, a qualitative feedback log, and equity indicators to monitor access and consistency across schools.

IMPLEMENTATION TIMELINE AND MILESTONES

A high-level sequence of major actions and check-in years to guide phased implementation (not a granular task list) is below.

2025 - 2026

- Conduct a program evaluation and establish baseline data.
- Develop a comprehensive K–12 school counseling plan that exceeds Guidance Plan/339 requirements.
- Create multi-year professional development (Strategic Plan Action Step) and staffing plans to support overarching program goals and major action items.

2026 - 2027

- Establish the School Counseling Advisory Council.
- Hire one elementary counselor.
- Onboard a K-8 SEL core curriculum (Strategic Plan Action Step).
- Refine DESSA universal screening processes (Strategic Plan Action Step).
- Begin phased implementation of ASCA-aligned practices.
- Deliver targeted professional development (Strategic Plan Action Step) and monitor early outcomes.

2027 - 2028

- Hire a second elementary counselor.
- Develop an SEL roadmap (scope and sequence) for school counselors that defines the role in delivering Tier 1 lessons/instruction. (Strategic Plan Action Step: Curriculum Mapping).
- Continue phased implementation of ASCA-aligned practices.
- Provide ongoing targeted professional development (Strategic Plan Action Step) and monitor and adjust based on outcomes.

IMPLEMENTATION TIMELINE AND MILESTONES

2028 - 2029

- Achieve at least 80% implementation of ASCA practices and improved perception metrics.
- Commission a CCIU follow-up survey as part of a comprehensive program evaluation.
- Continue targeted professional development (Strategic Plan Action Step).
- Report outcomes to stakeholders.

DRAFT

MEASURES AND ACCOUNTABILITY

Key fidelity, outcome, perception, equity, and reporting measures used to monitor progress and ensure accountability.

- **Program fidelity:** Annual ASCA School Counseling Program Assessment (primary fidelity check).
- **Student outcomes:** Track PSSA/Keystone achievement, attendance, discipline, postsecondary indicators, career portfolio completion, and school-level achievement-gap plan data; review at leadership & counselor meetings.
- **Perceptions:** CCIU-administered surveys and focus groups tri-annually; supplement with annual mini-surveys and a qualitative feedback log (ongoing informal feedback).
- **Equity indicators:** Disaggregate all outcome and perception data by school, grade, race/ethnicity, ELL, and special education status to monitor access and consistency.
- **Reporting cadence:** Semi-annual updates to the Board and an annual public summary (to be posted on the website).

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ACCOUNTABILITY AND ROLES

Primary educational partners responsible for implementation, monitoring, engagement, and reporting:

- **Assistant Superintendent of Pupil Services / School Counseling Administrator:**
 - Serves as the lead counseling administrator and overall program lead.
 - Compiles the annual ASCA assessment and provides semi-annual updates to the Board.
 - Coordinates implementation, fidelity checks, SEL curriculum onboarding, and counselor training and coaching.
 - Manages district-level program data and reporting.

- **Principals / Assistant Principals:**
 - Supervise school counselors at the building level.
 - Support day-to-day program implementation and review fidelity documentation.
 - Ensure achievement-gap plans align with the school improvement plan.
 - Meet monthly with assigned counselor(s).

- **School Counselors:**
 - Deliver direct and indirect services aligned with the MTSS framework.
 - Implement ASCA-aligned practices.
 - Complete fidelity documentation and student-outcome tracking.
 - Participate in ongoing professional development, training, and coaching.
 - Develop and implement school-level achievement-gap plans tied to contributing factors (e.g., attendance, discipline, language access).

- **School Counseling Advisory Council:**
 - Provide stakeholder oversight.
 - Meet at least twice per year to review progress and recommend program adjustments.
 - Include representatives from students, families, educators, postsecondary partners, businesses, and community agencies once established (per district plan to form the council in 2026–27).

- **Chester County Intermediate Unit (CCIU):**
 - Administers tri-annual perception surveys and focus groups as part of the follow-up program evaluation and provides impartial analysis of perception and outcome data.

THE ROLE OF THE SCHOOL COUNSELOR

School counselors, guided by the ASCA National Model, 5th Edition, advance student success through leadership, advocacy, and collaboration at both the building and district levels. They provide comprehensive services that include:

- **Direct student services:** standards-aligned classroom instruction, appraisal and advisement, and individual and group counseling to support academic, career, and social/emotional development.
- **Indirect student services:** referrals, consultation, collaboration with families and staff, and coordination of both services and resources.

Program management and delivery are data-driven and student-centered. School counselors:

- Use data (participation, standards-based results, and achievement outcomes) to identify needs, target interventions, and address achievement gaps.
- Plan and deliver standards-aligned instruction that builds student competencies.
- Monitor and prioritize time and resources to ensure equitable access to services.
- Advocate for systemic changes that promote postsecondary, career, and life readiness for all students.

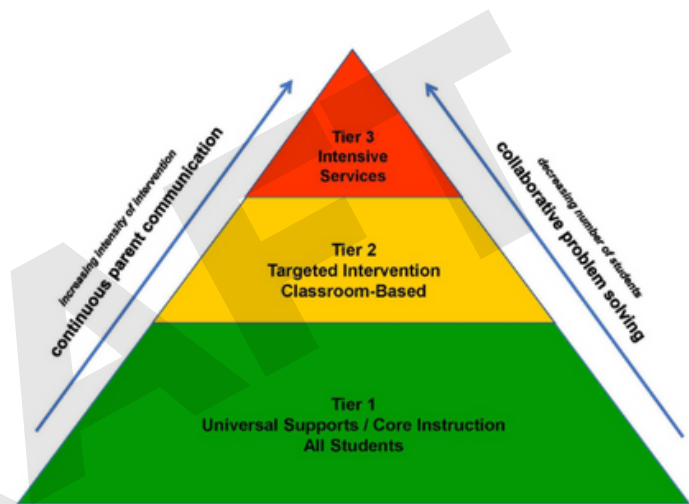
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THE ROLE OF THE SCHOOL COUNSELOR

WITHIN A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK

Multi-Tiered System of Support (MTSS) is an evidence-based framework designed to address each student's academic, social, emotional, and behavioral needs through a continuum of supports and services. It includes universal screening to identify students needing additional help, tiered interventions tailored to individual needs, ongoing progress monitoring to evaluate effectiveness, and data-driven decision-making for resource allocation and professional development.

School counselors align their work with MTSS by implementing a comprehensive school counseling program that promotes student success in three domains: academic (achievement), career (exploration and development), and social-emotional (behavior).



School counselors align their school counseling program with MTSS by providing direct and indirect student services across all 3 tiers of instruction and intervention including classroom instruction and schoolwide programming and initiatives at Tier 1, interventions (affective, behavioral, and cognitive) including small-group and individual counseling at Tier 2, and indirect student support services through consultation, collaboration and facilitation of referrals at Tier 3.

The framework on the following page illustrates the school counselor's role and responsibilities at each tier of instruction and intervention.

THE ROLE OF THE SCHOOL COUNSELOR

WITHIN A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK

Tier of Support	Definition	School Counselor Roles/Responsibilities
<p>Tier 1</p>	<ul style="list-style-type: none"> • Usually sufficient for 80% of students • Materials and instruction are evidence-based, including for subgroups • Differentiated • Proactive • Preventative • Family Engagement • Universal screening (2-3 times per year) 	<ul style="list-style-type: none"> • Design and deliver standards-aligned developmental counseling lessons that address the three domains of student development: academic, career (postsecondary), and social/emotional. • Support the development of individual student postsecondary-and-career plans/portfolios. • Support the development of a building-wide Positive Behavior Supports (PBS)/Positive Behavior Interventions & Supports (PBIS) program. • Consult with staff to support implementation of trauma-informed restorative practices schoolwide. • Provide mental health and wellness education.
<p>Tier 2</p>	<ul style="list-style-type: none"> • Usually needed for about 15% of students • Aligned with student needs • Evidence-based intervention/practices implemented with fidelity • Supplemental (provided in addition to Tier 1) • Family engagement • Regular progress monitoring 	<ul style="list-style-type: none"> • Collaborate and consult with teachers to design low intensity classroom-based supports (e.g., observation & feedback, Check-in/Check-Out (CICO), daily report card, etc.). • Design and deliver brief individualized interventions, small group, skill-based interventions and group counseling. • Facilitate responsive restorative interventions such as circles, peer mediation/conflict resolution, etc.

THE ROLE OF THE SCHOOL COUNSELOR

WITHIN A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK

Tier of Support	Definition	School Counselor Roles/Responsibilities
Tier 3	<ul style="list-style-type: none">• Usually needed for about 5% of students• Individualized and adapted evidence-based intervention/practices implemented with fidelity• More intensive than Tier 2• Aligned with Tier 1 on a case-by-case basis• Family engagement• More frequent progress monitoring	<ul style="list-style-type: none">• Support the development of individual behavior and crisis plans.• Provide individual counseling services.• Refer to the district social work team and community-based services.• Support the development of individualized reentry plans for students returning from placements, hospitalization, or other extended absences.• Facilitate formal restorative interventions such as formal conferencing.

In addition to the responsibilities listed above, a more detailed account — including duties that fall outside the ASCA-defined scope of the school counselor role but are part of their role within KCSD — [can be found here](#).

PROGRAMMING

ANNUAL K - 12 CALENDAR

The school counseling department has developed an annual calendar that outlines all major planned activities (e.g., lessons, sessions, and events) throughout the year.

[Access the annual calendar.](#)

K-12 STUDENT STANDARDS DELIVERY PLAN

The school counseling department has developed a Student Standards Delivery Plan. It outlines the specific standards counselors will address through direct services, documents the scope and sequence of planned lessons and group sessions, and identifies the priority standard, activities and strategies, and student access. [Access the Student Standards Delivery Plan.](#)

POSTSECONDARY & CAREER EXPLORATION

The Pennsylvania Department of Education (PDE) requires that "...all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success."

The Pennsylvania Department of Education (PDE) requires that "...all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success." To monitor compliance, PDE includes a measure of students' career exploration, preparation, and readiness in Pennsylvania's state and federal accountability systems ([Future Ready PA Index](#) and [Every Student Succeeds Act](#)).

Aligned with PDE requirements, students build individual postsecondary-and-career portfolios with support from their school counselor throughout their K–12 experience. Each year students add a specified number of artifacts reflecting activities and experiences from that school year; these activities are detailed in the program calendar and the student standards delivery plan. To meet PDE requirements, students must accumulate:

- Six artifacts by the end of grade 5
- Six additional artifacts by the end of grade 8
- Eight additional artifacts by the end of grade 11

Through developmental counseling lessons, planned events and activities, community partnerships, and the broader academic curriculum, students receive developmentally appropriate instruction in [career ready skills](#) and are exposed to all 14 national career clusters (reduced from 23 in 2023 to 16 in 2024). All programming aligns with the Career Education and Work (CEW) Standards and the ASCA Student Standards.

RESOURCES

DISTRICT RESOURCES

- List of [resources organized by cluster](#).
- List of [career placement & transition services](#).

COUNTY RESOURCES

The district partners with the [Chester County Intermediate Unit's Technical College High School](#) and maintains agreements with neighboring districts to provide access to PDE-approved CTE programs not offered by the IU (for example, we send students to Octorara's Homeland Security and Protective Services Academy). [The district has also established the Kennett Future Ready Program](#), which promotes career exploration through capstone projects, internships, industry-recognized certifications, and aligned dual enrollment opportunities.

STATE & NATIONAL RESOURCES

- [Access the CEW Standards that will sunset as of 6/30/26](#)
- [Access the CEW Standards that will be effective as of 7/1/26](#)
- [Access the ASCA Student Standards: Mindsets & Behaviors for Student Success](#)
- [Access the PA Career Ready Skills toolkit](#)
- [Access The Pennsylvania Career Ready Skills Continuum](#)

EDUCATION PARTNER INVOLVEMENT

The Kennett Consolidated School District's School Counseling Program engages students, families, educators, post-secondary institutions, businesses, and community agencies in collaborative partnerships that remove barriers, honor cultural identity, and promote academic, social-emotional, and postsecondary & career readiness for every student, every day.

STUDENTS

- Students receive services tailored to their unique needs, including:
 - Developmental counseling lessons (Tier 1)
 - Planned career & postsecondary exploration activities (Tier 1)
 - Mental health & awareness education (Tier 1)
 - School-wide positive behavior supports (Tier 1)
 - Academic planning and interventions (Tier 1/2)
 - Social-emotional instruction (Tier 1/2)
 - Trauma-informed restorative practices (Tier 1/2/3)
 - Individual and group counseling (Tier 2/3)
- Counselors consult with families and coordinate with the school social work team to connect students and families with needed resources (Tier 3).
- Students participate in individual goal-setting related to interests, strengths, and post-secondary plans, and are taught self-advocacy and decision-making skills that promote resilience and purpose (Tier 1/2).
- Students with disabilities receive coordinated support through Individualized Education Programs (IEPs) and 504 Service Agreements (504 SAs). School counselors support the pre-referral process, participate as members of IEP teams, and help coordinate 504 accommodations and related services to ensure equitable access and success.
- Students will serve on the School Counseling Advisory Council so their voices directly guide program planning and continuous improvement.

EDUCATION PARTNER INVOLVEMENT

PARENTS/FAMILIES

- Families are essential partners in fostering student success academically, socially, and in college and career readiness.
- The counseling program prioritizes open, culturally responsive communication between home and school to strengthen student support.
- Counseling staff provide families with information about resources, community services, and strategies to support students' social-emotional and academic growth.
- Parents, guardians, and caregivers are encouraged to give constructive feedback to improve program delivery and to share community knowledge that shapes relevant, culturally sustaining counseling lessons.
- Parents, guardians, and caregivers will serve on the School Counseling Advisory Council to communicate family and community needs and to collaborate on program goals.

POSTSECONDARY PARTNERS

- Postsecondary partners include colleges, trade schools, military, and transitional programs.
- Post-secondary partners strengthen students' readiness for life after high school by sharing program information with the school counseling department for distribution, providing on-site information sessions, offering school/campus visits, participating in postsecondary fairs, and engaging in outreach programs (e.g., Upward Bound).
- Collaboration helps students explore realistic pathways, develop postsecondary & career planning skills, and build networks that support post-secondary success.
- Post-secondary partners will serve on the advisory council and contribute to postsecondary and career readiness activities.

EDUCATION PARTNER INVOLVEMENT

EDUCATORS

- Counselors support educators by consulting on student needs; delivering Tier 1 developmental counseling lessons; reinforcing school-wide social-emotional and behavioral expectations; and co-planning and providing Tier 2 social-emotional and behavioral interventions.
- Typical collaboration includes Tier 1 classroom lessons; Tier 2 small-group and individual counseling provided in response to data-identified needs and teacher input; pre-referral consultation (including disposition meetings); family outreach; crisis response; and referrals to the school social work team and community supports.
- Counselors share timely insights into students' social-emotional and family contexts to support equitable instruction.
- Counselors and teachers collaborate to implement and reinforce developmental counseling across academic, social-emotional, and college-and-career readiness domains.
- Educators will serve on the School Counseling Advisory Council to align instructional and counseling goals.

BUSINESS AND INDUSTRY PARTNERS

- Local businesses provide curriculum input, clarify workforce expectations, and help align school programming with career readiness skills such as teamwork, communication, goal setting, and responsibility.
- Business partners offer job-shadowing, internships, mentorships, guest speakers, and other career exploration opportunities that help students transition into the workforce.
- Business representatives will serve on the advisory council to inform career pathways and community-aligned opportunities for students.

EDUCATION PARTNER INVOLVEMENT

COMMUNITY AGENCIES AND SOCIAL SERVICE PARTNERS

- Community agencies (mental health providers, social services, youth programs, cultural organizations, etc.) collaborate with counselors to address barriers to student learning and well-being.
- Agencies provide referral services, wraparound supports, family resources, and culturally responsive programs that honor students' backgrounds and increase equity.
- Ongoing partnerships ensure timely access to needed support and strengthen the school's capacity to meet diverse student needs.
- Community agency partners will be invited to serve on or consult with the advisory council to coordinate support and expand resources for students and families.

DISTRICT ADVISORY COUNCIL

ASCA defines an advisory council as “a representative group of education partners selected to provide feedback about issues relevant to the school counseling program.” The Kennett Consolidated School District does not currently have a School Counseling Advisory Council. To support continuous improvement, the district will establish the council for the 2026–27 school year; once formed, it will meet twice annually to review counseling priorities, goals, plans, and results and to provide partner perspectives.

Next steps:

- Identify and invite potential council members — at minimum 1–2 representatives from each partner group (students, families, teachers, administrators, and community partners).
- Set data-driven agendas: first-semester meeting to present data priorities and building-level achievement-gap plans; second-semester meeting to present plan results and impacts.
- Create a clear process for collecting and incorporating meaningful feedback into program planning and continuous improvement.