

WATSON CHAPEL SCHOOL DISTRICT

Comprehensive School Counselor Plan

2020-2021 School year



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School Counselors

Edgewood Elementary School

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BELIEFS

Watson Chapel School District School Counselors believes:

- All students will learn and achieve their potential resulting in academically, socially and emotionally fulfilling lives.
- Student development is fostered and enhanced through a comprehensive school counseling program.
- School counselors advocate for all students by identifying needs and garnering support, resources and opportunities to promote individual growth.
- Student growth and achievement benefit from a collaboratively developed comprehensive school counseling program that is planned, managed, developed and evaluated by leaders in the counseling profession.
- School counselors analyze data to drive the development and evaluation of the school counseling program.
- ASCA Ethical Standards guide decisions and the development of ethically sound practices.

STATEMENT

The Watson Chapel School District Counseling Department vision is to help each student reach their highest level of empowerment through the use of a comprehensive school counseling program addressing academic, personal/social, and career goals. Each student will acquire the skills necessary to make healthy decisions regarding their education, relationships, and also career paths, while becoming respectful and productive members of society.

MISSION STATEMENT

The mission of the Watson Chapel School District Counseling Department is to equip all students with the tools needed to successfully navigate the various avenues of life by providing multitiered counseling including individualized, small group, and classroom guidance, in order to share skills that are useful for success in each student's everyday

life academically, personally/socially, and career-wise, thereby, putting them on track to become optimally functioning citizens in their communities and abroad.

PROGRAM GOALS

Goal 1: Watson Chapel School District attendance will increase by 5% compared to the previous year.

Edgewood Elementary School Plan of Action

Actions in Place:

- Attendance recognition during awards assemblies
- Letters home concerning absences
- FINS cases filed, if necessary
- Classroom recognition by teachers

Actions to take:

- Positive recognition of classes by office staff, on intercom
- Use of newsletter to encourage attendance
- Contact parents, by phone, concerning absences of 5 or more
- Encourage parents to be involved in school activities to show importance to students

Data Review:

- Attendance records/increase in attendance
- Documentation of letters sent home concerning student absences
- Certificates/awards lists from awards assemblies
- Documentation of phone calls placed to parents

L.L. Owen Elementary School Plan of Action

Actions in Place:

- Educate parents of attendance requirements and the importance of attendance
- Monitor Student Attendance
- School wide Incentives/Recognition for Students and Employees
- Attendance Notification Letters
- Morning Announcements to promote attendance and announce class with the best attendance (weekly/monthly)

Actions to take:

- School newsletter to promote/encourage attendance
- Student attendance awards during awards ceremony
- Class attendance incentive announced during morning announcements
- Phone Calls/Emails to Parents of Students once 5 or more days are missed

Data Review:

- Eschool attendance reports (weekly/monthly)
- Documentation of attendance notification letters sent to parents
- Documentation of calls/emails using a parent contact log
- Awards list of students recognized for attendance

Coleman Intermediate School Plan of Action

Actions in Place:

- Educate parents of attendance importance.
- Bulletin Announcements
- Social Media post
- Reminder emails
- Posters promoting the importance of attendance
- Small group counseling
- Attendance recognition
- Absence notification letters
- Positive incentives
- Attendance Letter

Actions to Take:

- Create incentives to encourage daily attendance
- Communicate attendance expectations
- Celebrate successes
- Intervene early
- Provide additional support systems

Data Review:

- Data to reflect increase in daily attendance.
- Increase in number of students being recognized during award assemblies.
- Eschool attendance report/daily/weekly/quarterly attendance

Watson Chapel Junior High School Plan of Action

Actions in Place:

- Create an inviting environment for all stakeholders
- Encourage active participation from both parents and students

- Communicate with students, parents and the community through announcements in the form of paper, outside billboard, phone, email, and word of mouth
- Encourage consistent attendance at all levels including staff and students
- Communicate the importance of attendance and how it impacts the student's entire educational process
- Track student attendance with attendance reports
- Alert student and parents when attendance issues become apparent

Actions to take:

- Share information with students and parents about the attendance policies
- Communicate at the earliest point between students and parents and faculty when attendance problems arise
- Develop ways to encourage consistent attendance such as positive reinforcements and rewards
- Seek student input on thoughts about how to improve attendance

Data Review:

- Run attendance reports and identify students with excessive absences
- Develop strategies and techniques to decrease absenteeism by 1-2 percent.
- Track strategies and techniques that are effective and repeat for increased effectiveness until student absenteeism has decreased up to 2 percent or higher.

Watson Chapel High School Plan of Action

Actions in Place:

Communicating clear and strong expectations concerning the school's attendance policy with students and parents.

Ensuring parents are aware of absences.

Informing parents and students of the importance of the link of attendance and student achievement.

Promoting awareness that an absence results in lost learning and opportunities that could deter graduation.

Encouraging teachers to regularly monitor students' attendance patterns and inform the guidance office.

Encouraging teachers to show concern for students who have been absent and have returned to school from illnesses, suspensions, etc.

Communicating with parents about their obligation to inform schools, in a timely manner, about the reasons for a student absence.

Making welfare calls to parents of students who have been absent for extended amounts of time.

Sending attendance notifications/letters.

Filing FINS (if necessary).

Actions to take:

Educating parents and students of the importance of maintaining attendance during the COVID 19 pandemic for both "in person" and "virtual students".

Bringing awareness and following CDC guidelines/school safety plan for "in-person" students, parents, faculty, & staff. (Practicing social distancing, wearing masks, washing hands, etc.)

Promoting more positive incentives for attendance.

Data Review:

Attendance goals were set and shared school-wide and progress is being measured.

Attendance goals reflect multiple attendance measures: improvement in average daily attendance, reductions in the percent of students who are chronically absent (absent more than 10 percent), increases in students with satisfactory attendance (attending more than 95 percent) and possibly reduced truancy.

Goal 2: Watson Chapel School District will decrease the number of ISS and OOS suspensions by 5% for the 2020-2021 school year.

Edgewood Elementary School Plan of Action

****NOTE: Edgewood Elementary does not have a big issue with ISS or OOS suspensions. However, we do want to address behavior issues and have the following plan to do so, which includes addressing social skills awareness for each student.****

Actions in Place:

- Counseling classes for each grade, monthly
- Individual counseling, as needed
- Small group counseling, as needed
- P.B.I.S. (Positive Behavior Interventions and Supports) school-wide

- Emotional ABC's skills program in classrooms
- Good behavior recognition during awards assemblies

Actions to Take:

- Focus on social skills lessons during counseling classes
- Positive behavior posters displayed in the halls throughout the building
- Increase P.B.I.S. program recognition of good behavior
- Students of the Month, from each classroom, recognition

Data Review:

- Counseling class social skills lesson plans
- Calendar of counseling classes
- Good behavior certificates/awards lists from assemblies
- Completed "Paw Print" sheets (PBIS)
- Completed activities in Emotional ABC's program
- Completed worksheets/activities from counseling classes

L.L. Owen Elementary School Plan of Action

Actions in Place:

- Monthly classroom guidance lessons
- Individual counseling as needed
- Small group counseling as needed
- P.B.I.S (School Initiative)
- Weekly/Monthly Incentives for Positive Behavior
- Student of the Month

Actions to Take:

- Positive Behavior Posters Displayed in the School
- Student of the Month Certificates/Recognition
- Positive Behavior Promoted School wide
- Parent Phone Calls/ Emails for Positive Behavior
- Student Positive Behavior Recognition During Morning Announcements

Data Review

- Calendar of lessons
- List of certificates given out for behavior
- Monthly incentive calendar
- Behavior report

Coleman Intermediate School Plan of Action

Actions in Place:

- Rules and expectations are clearly defined
- Code of Conduct
- Open house to discuss PBIS expectations
- Individual and Small group counseling to teach needed skills
- Positive student feedback
- Student of the Month
- Awards/Incentives/PBIS
- Guidance/Character Lessons on decision making and problem solving

Actions to Take:

- Teach positive behavior
- Reinforce positive behaviors
- Engage positive role models
- Student Advisory Committee
- Mentors
- More positive phone calls/text
- Positive school culture
- Student shout- outs

- Create ways to get parents involved

Data Review:

- Behavior data reports
- ISS/OOS data
- Guidance lesson surveys

Watson Chapel Junior High School Plan of Action

Actions in Place:

- Inform students and parents about the discipline policies and student expectations
- Inform students of resources available (such as counselors, teachers, principals) to them to help prevent discipline problems
- Share conflict resolution strategies at the classroom, small group, and individual level

Actions to Take:

- Continue conflict resolution activities in small group and individual
- Counsel with students and together with students and/or parents, develop behavior contracts that are specifically tailored for the needs of that particular student.
- Provide universal reinforcement both positive and negative to be used universally by as many staff as possible.
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Data Review:

- Monitor student behavior through discipline referrals and share with stakeholders
- Track strategies and techniques and share what was successful and not

Watson Chapel High School Plan of Action

Actions in Place:

- Clear rules and expectations are communicated to all students.

- Positive behavior is encouraged school wide.
- In-school suspension is only used when necessary.
- Teachers are required to contact parents as intervention in the discipline referral process.
- Positive incentives for good behavior.
- Individual counseling with a guidance counselor. (social/emotional strategies)
- Teachers are encouraged to build positive relationships with students.

Actions to Take:

Develop more positive relationships with troubled students.

Create better parent involvement opportunities.

Devising ways to help students develop better decision making skills and problem solving techniques.

Data Review:

Actions and goals shared school wide to promote a more positive culture and climate.

Data showing students made improvements when given opportunities to express frustrations, share social and personal problems and given positive encouragement.

Program Delivery

Classroom Guidance

Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day and ten (10) per week. Classroom guidance lessons are not a break or planning time for teachers. Classroom guidance is an age appropriate, collaborative effort with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and career development. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole student. Classroom guidance provides students the opportunity to be engaged in discourse and collaboration. It allows them to discuss “what-if” scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

Individual and Small Group Counseling

Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources. Working with students in groups acknowledges that peer influence is an extremely powerful factor in students’ development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school administrators, peers, or a self-referral. Individual and small group counseling are k-12 services provided as needed.

Academic Advisement

Academic advisement begins in elementary school and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career- plans. Informational resources should also be available and

organized in such a way as to guide students and provide information relevant to their plans. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

Orientation

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers. Due to physical location of grade level campuses, orientation procedures include but are not limited to the following:

- Parent Nights
- New Student Orientation
- Transition Day (campus to campus)

Consultation and Coordination

An important part of the counselor's role is to collaborate with teachers and parents. Counselors work with teachers and administrators to help create school environments that encourage student growth and learning.

Consultation can include:

- Participating in and supporting the work of the SSP (Student Success Plan) team
- Conducting professional development workshops
- Discussions with teachers and other school personnel on subjects such as suicide -prevention or child maltreatment reporting

requirements

- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum
- Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas
- Interpreting student data or assessment results
- Consulting with other specialists (e.g., Community agencies)

The counselors can also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

Parental Involvement

Counselors may conduct workshops on issues such as: developing better study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. Many counselors provide newsletters or social media information for parents to keep them updated on school counseling programs, opportunities, or information on ways to support their students at home.

Utilization of Student Records

The school counselors review academic records and files, and may update them for use with students and parents, as well as for their own professional use.

Interpretation of Student Assessments

Counselors interpret standardized test results for parents, faculty, students, and community stakeholders. Working with students to interpret and understand their own standardized assessment results would be a direct counseling service.

Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs

Counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities. Activities include, but are not limited to the following:

- Career Awareness Lessons
- Career Fairs
- College Career Coaches
- College Visits

Making Referrals to School and Community Resources

Counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and support the established policies and procedures for interagency communication. The following community resources are an integral part of the counseling program and student success.

- Mental Health Agencies
- DHS
- Local Counseling Agencies
- Local Churches
- Juvenile Services

Direct Counseling Activity Examples – 90% of Time

The counselor provides direct to students at least 90% of their time

Examples of direct counseling are:

- Individual social/emotional counseling
- Individual academic guidance and counseling
- Individual career education guidance and counseling and vocational decision making
- Orienting new students to the school
- Consultation with students
- Class selection discussion/academic advisement with students
- Interpretation of state-mandated assessments with students
- Review records and files while assisting students
- Small group counseling sessions
- Classroom guidance sessions

Administrative Activities Examples- 10% of Time

The counselor provides administrative services no more than 10% of their time. Examples of administrative services are:

- Consultation services with school personnel and outside agencies
- Making appropriate referrals
- Building Test Coordinators along with test interpretation
- Updating guidance/counseling records for counselor's utilization

- Planning, managing, and evaluating the comprehensive counseling program
- Section 504 Coordinators

Career Awareness and Planning in School Counseling Programs

Annotated Code 6-18-1009 states: “Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children’s learning and career planning Process.”

At the elementary level, guidance and classroom activities can focus on developing personal skills, career exploration and making the connection between them and the world of work.

At the secondary level counselors work with students to ensure that they are aware of the importance of course selection and future planning. They can help students develop their course of studies or four-year plans so that students have a map for high school coursework. Counselors provide information to and assist students in understanding how taking more rigorous classes better prepares them for college- and work- success. Information on post-secondary

opportunities and institutions, and alternative career programs are shared with students. Soft-skills are developed at all levels and the connection between them and career success is emphasized.

Bully Prevention Awareness

The physical, social, and emotional well-being of students can be impacted by unwanted aggressive behavior or bullying.

In accordance with A.C.A. § 6-18-514, all public school students have the right to receive their education in an environment that is reasonably free from substantial intimidation, harassment, or harm or threat of harm by another student, in person or by electronic means.

Act 190 – School Counseling Improvement Act of 2019 addresses the school counselor’s role in bullying prevention, training and protocols in schools.

Each school will implement a bullying prevention program to teach our students how to identify bullying behavior and appropriate ways to handle bullying. Edgewood, L.L. Owen and Coleman Elementary will implement guidance lessons and activities.



Suicide Prevention Public Awareness

Maintaining a safe school environment is part of Watson Chapel School District’s overall mission. Subsequent to the passing of the Jason Flatt Act, licensed school personnel are required to obtain at least two hours of professional development every five years in the area of suicide awareness and prevention. Students displaying signs of suicide are seen by the counselor and/or principal. Parental contact is made and referral to outside counseling agencies are suggested if the student isn’t currently receiving mental health services. Students and parents/guardians will be given the suicide hotline information.

At-Risk Students and School Dropout Programs

Alternative Methods of Classroom Management Student services at Watson Chapel School District have the following alternative methods of classroom management: Behavioral contracting, In-School suspension, Alternative learning environment Positive reinforcement/PBIS Program, and academic counseling

MANAGEMENT/ACCOUNTABILITY SYSTEM

The management system incorporates organizational processes and tools to ensure that the Watson Chapel School Districts counseling program is organized, concrete, clearly delineated, and reflective of the school’s needs.

Program implementation – Each counseling department level in collaboration with the building principal will decide how students will be assigned to counselors to ensure that each student has full access to the counseling program. In addition, counselors will allocate time to:

- deliver guidance lessons
- provide individual student planning
- provide responsive services
- manage system support

During the school year, counselors should monitor their time and determine the percentage of time spent in each component of the school counseling program.

Use of Time – Our counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 90% of their time in Delivery of Services to Students. 10 % is spent for Foundation, Management & Accountability.

Use of Calendars – Monthly calendars are used by counselors to guide program delivery. Annual calendars reflect the school's mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for the school counseling programs and helps guide the counselors in their individual daily and weekly calendars.

Use of Data – A comprehensive school counseling program is data driven. Each school counselor must show that each activity implemented is part of the program, and was developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate process, perception, and results data.

At each school, the school counselor(s) will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, standardized test scores, and post graduation outcomes. For every desired competency there must be a plan for how it will be achieved. Each action plan should include: competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, and expected results.

CALENDARS

Edgewood Elementary

2020-2021 Year at a Glance

<u>September</u>	<u>October</u>	<u>November</u>
<p>Meet new students</p> <p>504 Plan Review Meetings</p> <p>RTI Plan Review Meetings</p> <p>Test data out to teachers</p> <p>Birthday and Info Announcements/Intercom</p> <p>Classroom Lessons based on American School Counselor Assn. (ASCA) Mindsets and Behaviors</p> <p>Individual Counseling</p> <p>Tier 2 Small Group Counseling, based on needs</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Teacher/Student needs assessments</p> <p>Run/distribute progress reports</p> <p>Counseling program planning</p>	<p>RTI meetings, as needed</p> <p>504 meetings, as needed</p> <p>Classroom lessons based on ASCA Mindsets and Behaviors</p> <p>Individual Counseling</p> <p>Tier 2 Small Group Counseling, based on needs</p> <p>Coordinate with outside agencies, as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Counseling program planning</p> <p>Coordinate Red Ribbon Week activities</p> <p>Run/distribute report cards</p> <p>Prepare for awards assemblies</p>	<p>RTI meetings, as needed</p> <p>504 meetings, as needed</p> <p>Classroom lessons based on ASCA Mindsets and Behaviors</p> <p>Individual Counseling</p> <p>Tier 2 Small Group Counseling, based on needs</p> <p>Coordinate with outside agencies, as needed</p> <p>Run/distribute progress reports</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Counseling program planning</p>
<u>December</u>	<u>January</u>	<u>February</u>
<p>RTI meetings, as needed</p> <p>504 meetings, as needed</p> <p>Classroom lessons based on ASCA Mindsets and Behaviors</p> <p>Individual Counseling</p> <p>Tier 2 Small Group Counseling, based on needs</p> <p>Coordinate with outside agencies, as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Counseling program planning</p>	<p>RTI meetings, as needed</p> <p>504 meetings, as needed</p> <p>Classroom lessons based on ASCA Mindsets and Behaviors</p> <p>Individual Counseling</p> <p>Tier 2 Small Group Counseling, based on needs</p> <p>Coordinate with outside agencies, as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Counseling program planning</p>	<p>RTI meetings, as needed</p> <p>504 meetings, as needed</p> <p>Classroom lessons based on ASCA Mindsets and Behaviors</p> <p>Individual Counseling</p> <p>Tier 2 Small Group Counseling, based on needs</p> <p>Counseling Program Planning</p> <p>Coordinate with outside agencies, as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p>

	<p>Run/distribute report cards</p> <p>Prepare for awards assemblies</p>	
<p>March</p> <p>RTI meetings, as needed</p> <p>504 meetings, as needed</p> <p>Classroom lessons based on ASCA Mindsets and Behaviors</p> <p>Individual Counseling</p> <p>Tier 2 Small Group Counseling, based on needs</p> <p>Coordinate with outside agencies, as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Counseling Program Planning</p> <p>Run/distribute progress reports</p> <p>Prepare for awards assemblies</p>	<p>April</p> <p>RTI meetings, as needed</p> <p>504 meetings, as needed</p> <p>Classroom lessons based on ASCA Mindsets and Behaviors</p> <p>Individual Counseling</p> <p>Tier 2 Small Group Counseling, based on needs</p> <p>Coordinate with outside agencies, as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Counseling Program Planning</p>	<p>May</p> <p>RTI meetings, as needed</p> <p>504 meetings, as needed</p> <p>Classroom lessons based on ASCA Mindsets and Behaviors</p> <p>Individual Counseling</p> <p>Tier 2 Small Group Counseling, based on needs</p> <p>Coordinate with outside agencies, as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>1st grade transition to 2nd grade orientation/school tour event</p> <p>Run/distribute report cards</p> <p>Prepare for awards assemblies</p>

L.L. Owen

2020-2021 Year at a Glance

<u>September</u>	<u>October</u>	<u>November</u>
<p>Meet the counselor Guidance lesson/Meet new students</p> <p>Individual counseling/support</p> <p>Small group counseling as needed</p> <p>Consultation/ Referrals to Outside Agencies as needed</p> <p>Birthdays/ Positive Behavior Morning Announcements/Students of the Month</p> <p>504 Plans Distributed</p> <p>504 Review Meetings</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Teacher/Student Needs Assessment</p> <p>Counseling Program Planning</p> <p>Run/Distribute progress reports</p>	<p>Individual counseling/support</p> <p>Small group counseling as needed</p> <p>Classroom guidance lessons (Bullying Prevention)</p> <p>Consultation/ Referrals to Outside Agencies as needed</p> <p>Birthdays/ Positive Behavior Morning Announcements/Students of the Month</p> <p>504 Coordination/ Meetings as needed</p> <p>Bullying prevention activities/lessons</p> <p>Coordinate Red Ribbon Week</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Run/Distribute report cards</p> <p>Awards Assembly Preparation</p>	<p>Individual counseling/support</p> <p>Small group counseling as needed</p> <p>Classroom guidance lessons (Guide for Life)</p> <p>Consultation/ Referrals to Outside Agencies as needed</p> <p>Birthdays/ Positive Behavior Morning Announcements/Students of the Month</p> <p>504 Coordination/ Meetings as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Run/distribute progress reports</p>
<u>December</u>	<u>January</u>	<u>February</u>
<p>Individual counseling/support</p> <p>Small group counseling as needed</p> <p>Classroom guidance lessons</p> <p>Consultation/ Referrals to Outside Agencies as needed</p> <p>Birthdays/ Positive Behavior Morning Announcements/Students of the Month</p> <p>504 Coordination/ Meetings as needed</p>	<p>Individual counseling/support</p> <p>Small group counseling as needed</p> <p>Classroom guidance lessons</p> <p>Consultation/ Referrals to Outside Agencies as needed</p> <p>Birthdays/ Positive Behavior Morning Announcements/Students of the Month</p> <p>504 Coordination/ Meetings as needed</p> <p>Team meetings (Leadership, RTI, PBIS,</p>	<p>Individual counseling/support</p> <p>Small group counseling as needed</p> <p>Classroom guidance lessons</p> <p>Consultation/ Referrals to Outside Agencies as needed</p> <p>Birthdays/ Positive Behavior Morning Announcements/Students of the Month</p> <p>504 Coordination/ Meetings as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p>

<p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p>	<p>District Counselors)</p> <p>Run/Distribute Report Cards</p> <p>Prepare for Awards Assembly</p>	<p>Kindness Week</p> <p>Run/Distribute progress reports</p>
<p style="text-align: center;">March</p> <p>Individual counseling/support</p> <p>Small group counseling as needed</p> <p>Classroom guidance lessons</p> <p>Consultation/ Referrals to Outside Agencies as needed</p> <p>Birthdays/ Positive Behavior Morning Announcements/Students of the Month</p> <p>504 Coordination/ Meetings as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Run/Distribute Report Cards</p> <p>Prepare for Awards Assembly</p> <p>Tentative Career Day</p>	<p style="text-align: center;">April</p> <p>individual counseling/support</p> <p>Small group counseling as needed</p> <p>Classroom guidance lessons</p> <p>Consultation/ Referrals to Outside Agencies as needed</p> <p>Birthdays/ Positive Behavior Morning Announcements/Students of the Month</p> <p>504 Coordination/ Meetings as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Run/Distribute progress reports</p>	<p style="text-align: center;">May</p> <p>individual counseling/support</p> <p>Small group counseling as needed</p> <p>Classroom guidance lessons</p> <p>Consultation/ Referrals to Outside Agencies as needed</p> <p>Birthdays/ Positive Behavior Morning Announcements/Students of the Month</p> <p>504 Coordination/ Meetings as needed</p> <p>Team meetings (Leadership, RTI, PBIS, District Counselors)</p> <p>Run/Distribute Report Cards</p> <p>1st grade transition to 2nd grade orientation/school tour event</p> <p>Tentative Career Day</p>

Coleman Intermediate

Guidance and Counseling Master Calendar Year at a Glance 2020-2021

September	October	November
<p>Individual short-term counseling and support</p> <p>Small group counseling</p> <p>Consultation</p> <p>Responsive Services</p> <p>Prevention and early intervention services</p> <p>Crisis counseling and management</p> <p>Dissemination of information (504 plans and test data)</p> <p>New Student Scheduling/orientation</p> <p>Section 504 Coordination/meetings</p> <p>Character lessons/guidance lessons</p> <p>Team Meetings (Leadership/RTI/PBIS)</p> <p>Teacher/Student Needs Assessment</p> <p>Data Review/Program Planning</p> <p>Run/Distribute progress reports</p>	<p>Individual short-term counseling and support</p> <p>Small group counseling</p> <p>Consultation</p> <p>Responsive Services</p> <p>Prevention and early intervention services</p> <p>Crisis counseling and management</p> <p>New Student Scheduling/orientation</p> <p>Section 504 Coordination/meetings</p> <p>Character lessons/guidance lessons</p> <p>Team Meetings (Leadership/RTI/PBIS)</p> <p>Bully Prevention Activities</p> <p>Red Ribbon Week</p> <p>Run/Distribute report cards</p> <p>Awards Assembly Preparation</p>	<p>Individual short-term counseling and support</p> <p>Small group counseling</p> <p>Consultation</p> <p>Responsive Services</p> <p>Prevention and early intervention services</p> <p>Crisis counseling and management</p> <p>New Student Scheduling/orientation</p> <p>Section 504 Coordination/meetings</p> <p>Character lessons/guidance lessons</p> <p>Team Meetings (Leadership/RTI/PBIS)</p> <p>Run/Distribute progress reports</p>
<p>December</p> <p>Individual short-term counseling and support</p> <p>Small group counseling</p> <p>Consultation</p> <p>Responsive Services</p> <p>Prevention and early intervention services</p> <p>Crisis counseling and management</p> <p>New Student Scheduling/orientation</p> <p>Section 504 Coordination/meetings</p> <p>Character lessons/guidance lessons</p> <p>Team Meetings (Leadership/RTI/PBIS)</p> <p>Referrals</p>	<p>January</p> <p>Individual short-term counseling and support</p> <p>Small group counseling</p> <p>Consultation</p> <p>Responsive Services</p> <p>Prevention and early intervention services</p> <p>Crisis counseling and management</p> <p>New Student Scheduling/orientation</p> <p>Section 504 Coordination/meetings</p> <p>Character lessons/guidance lessons</p> <p>Team Meetings (Leadership/RTI/PBIS)</p> <p>Run/Distribute report cards</p> <p>Referrals</p> <p>Awards Assembly Preparation</p>	<p>February</p> <p>Individual short-term counseling and support</p> <p>Small group counseling</p> <p>Consultation</p> <p>Responsive Services</p> <p>Prevention and early intervention services</p> <p>Crisis counseling and management</p> <p>New Student Scheduling/orientation</p> <p>Section 504 Coordination/meetings</p> <p>Character lessons/guidance lessons</p> <p>Team Meetings (Leadership/RTI/PBIS)</p> <p>Run/Distribute progress reports</p> <p>Kindness Week</p> <p>Referrals</p>

March	April	May
<p>Individual short-term counseling and support</p> <p>Small group counseling</p> <p>Consultation</p> <p>Responsive Services</p> <p>Prevention and early intervention services</p> <p>Crisis counseling and management</p> <p>New Student Scheduling/orientation</p> <p>Section 504 Coordination/meetings</p> <p>Character lessons/Guidance lessons</p> <p>Team Meetings (Leadership/RTI/PBIS)</p> <p>Run/Distribute progress reports</p> <p>Referrals</p> <p>Awards Assembly Preparation</p>	<p>Individual short-term counseling and support</p> <p>Small group counseling</p> <p>Consultation</p> <p>Responsive Services</p> <p>Prevention and early intervention services</p> <p>Crisis counseling and management</p> <p>New Student Scheduling/orientation</p> <p>Section 504 Coordination/meetings</p> <p>Character lessons/guidance lessons</p> <p>Team Meetings (Leadership/RTI/PBIS)</p> <p>Referrals</p>	<p>Individual short-term counseling and support</p> <p>Small group counseling</p> <p>Consultation</p> <p>Responsive Services</p> <p>Prevention and early intervention services</p> <p>Crisis counseling and management</p> <p>New Student Scheduling/orientation</p> <p>Section 504 Coordination/meetings</p> <p>Character lessons/guidance lessons</p> <p>Team Meetings (Leadership/RTI/PBIS)</p> <p>Run/Distribute report cards</p> <p>Referrals</p> <p>6th grade transition to 7th grade/Orientation</p>

Watson Chapel Junior High Annual Calendar Snapshot

<p>August</p> <p>Orientation-Back-to-school New Student Tour Scheduling 504 Plans/Reviews Individual counseling Needs assessment</p>	<p>January</p> <p>Classroom guidance-Information about credits Individual counseling Small groups Scheduling Issue Report Cards</p>
<p>September</p> <p>Labor Day Holiday Suicide Prevention Awareness-disseminate information and resources Individual counseling Small groups Classroom guidance-Information about credits Issue Progress Reports</p>	<p>February</p> <p>Individual counseling Small group Issue progress reports</p>
<p>October</p> <p>Red ribbon week Student 4-year plans Individual counseling Small groups Issue report cards Individual grade counseling Fall Counselor's meeting (PD)</p>	<p>March</p> <p>Spring Break Individual counseling Small group Issue report cards</p>
<p>November</p> <p>Thanksgiving Holiday Individual counseling Small groups Individual grade counseling Issue progress reports</p>	<p>April</p> <p>Individual counseling Small group State testing Student 4-year plans Issue progress reports</p>
<p>December</p> <p>Individual grade counseling Semester exams Winter Break</p>	<p>May</p> <p>Individual counseling Semester exams Report cards</p>

First Quarter

Resolve Schedule Conflicts
Student/Parent Orientation
Senior Graduation Evaluations with
(12th) to develop/review graduation
plan
Senior Assembly
Red Ribbon Week Activities Kick-off
Individual Guidance Sessions
Group Guidance Sessions
Scholarship Search Updates -
Newsletter
Plan College Fairs with Career Coach
Grade level assemblies

Second Quarter

Student Conferences:
Academic/Personal/Social
Consultation and Referrals: Parents,
Teachers, Support Staff, Community
Agencies and Administrators
Assist Students in Application
Process: Governor's School,
Colleges, Hugh O'Brien,
Financial Aid Workshop – Parents
and Students
Coordinate Visits of College
Representatives (Career Coach)
Scholarship Search Updates –
Newsletter
Individual Guidance Sessions
Group Guidance Sessions
Individual Conferences with Juniors
&
Sophomores(10th -11th)

Third Quarter

**Candidate for Graduation Statement
Review**

**Class Rank and GPA Statements
Distributed**

**Student Transition Activities-Jr.
High to High School**

**Test Coordination: ACT
Plan Assemblies for Post-
Secondary Education**

Top 20 Banquet

**Pathways With Promise Ceremony
(Career Center)**

**Classroom Guidance Sessions with
each grade level: Planning, Course
Selections (Registration)**

College Recommendations

Individual Guidance Sessions

Group Guidance Sessions

Fourth Quarter

**Test Coordination: ACT Aspire
Senior Day Activities**

Graduation Ceremony

Prepare Final Transcripts

Advanced Placement Examinations

Summer School Applications

Student Classification Review

Prepare Annual Guidance Report

Test Interpretation – ACT and SAT

Conduct Graduate Follow-up Survey

Orientation/Registration Conferences

Guidance Program Evaluation

**Consultation and Referrals: Parents,
Teachers, Support Staff, Community**

Agencies and Administrators

Failure Notices – Parent

Communication

Prepare Recommendations

Individual Guidance Sessions

Group Guidance Sessions

MULTI-TIERED COUNSELING SERVICES

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_MTSS.pdf

<https://files.eric.ed.gov/fulltext/EJ1115903.pdf>

Tier 1- 80%

In Tier 1, or core instruction, counselors will support social emotional learning and academic skill. Tier 1 instructional practices include explicit instruction to 100% of students, across all settings. We provide suicide and bullying awareness, classroom guidance lessons, academic advisement, and career exploration. Schoolwide initiatives like PBIS also fall into this tier because they provide the structure and expectations for all students.

Tier 2- 15%

In Tier 2, a second layer of strategic intervention is added. Students still receive core instruction but need additional support to be successful. In this tier, our counselors provide small group counseling, individualized counseling, parent conferences, and agency consultation. Counselors also use behavior contracts and check/in and check/out with students. Counselors address issues based on campus and student needs.

Tier 3- 5 %

Tier 3 interventions are intended for 1-5% of your student population. Tier 3 interventions are intensive, evidence-based instruction maximizing intensity, frequency, and duration. Interventions are progress monitored daily. Examples of Tier 3 interventions for counselors include FBA/BIP, suicide prevention, threat assessment, or collaboration and consultation with wrap around services for a child.

The School Counselor's Role in Multi-Tiered Systems of Support

School counselors directly intervene and indirectly support students across all MTSS tiers. They align comprehensive counseling programs within MTSS and are leaders of MTSS teams

Tier 1

- Lead counseling programs to promote positive school culture & reinforce school expectations
- Examine data, conduct school-wide interventions & initiatives (SEL, universal screening)
- Coordinate culturally responsive parent engagement and staff development

School counselors have expertise in academic, career & social/emotional domains, leading prevention and intervention efforts for ALL students in Tier 1

Tier 2

- Examine MTSS data, conduct individual & small group academic, career, social/emotional interventions
- Consult with teachers, parents, administrators
- Assist in creating and implementing behavior plans (e.g., Check in/Check out)

School counselors collect data, advocate and collaborate, playing critical roles as interveners and supporters for SOME students in Tier 2

Tier 3

- Provide short-term individual crisis support; consult with teachers
- Serve as critical member of student services and problem solving teams
- Assist in referral process to outside agencies

School counselors are collaborative members of problem solving teams, acting in the role of supporters for FEW students in Tier 3

For more information see: [The School Counselor's Guide to MTSS](#)
Goodman-Scott, E., Betters-Bubon, J., & Donohue, P. (2019).

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ASSESSMENT

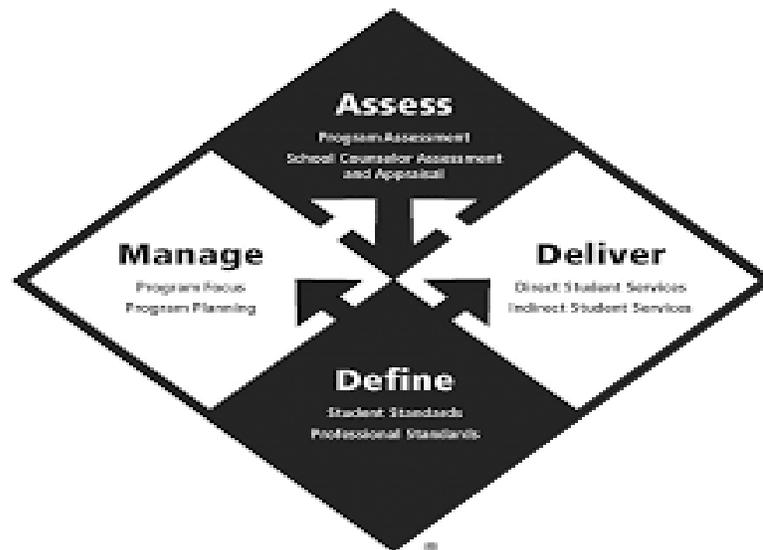
Watson Chapel School District counselors will use the following methods for assessing our plan:

- Self-Assessment
- Action Plan
- School Counselor reflections

- Student and Staff Inventory Forms

Assessment results will be shared with administrators and staff through presentations and reports.

http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Arkansas_School_Counselor_Toolkit.Post.pdf



This plan will be reviewed annually and revised as needed by school counselors.

