



Comprehensive School Counseling Program
South Pike County School
District



Foundation

Vision and Mission

District Mission

The South Pike County School District will advocate for all students and ensure every student will acquire the academic, career and social/emotional skills needed to reach their fullest educational potential. The goal for our students is to successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others. We will accomplish this by addressing academic, career, and social emotional needs, which will promote the overall well-being of our students.

Vision:

South Pike County School District staff will provide equitable access to academic, career, and social/emotional services for all students. The South Pike County School District aims to serve the whole child by equipping all students with a healthy, safe, engaging, supportive and challenging environment. This environment will foster the skills needed to become successful, well rounded citizens prepared to reach their full potential as lifelong learners.

Counseling Mission Statement

The South Pike County Counselors will advocate for all students and ensure every student will acquire the academic, career and social/emotional skills needed to reach their fullest educational potential. The goal for our students is to successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others. We will accomplish this by addressing academic, career, and social emotional needs, which will promote the overall well-being of our students.

Vision:

South Pike County Counselors will provide equitable access to comprehensive counseling services for all students. The South Pike County Counseling program serves the whole child by equipping all students with a healthy, safe, engaging, supportive and challenging environment. This environment will foster the skills needed to become successful, well rounded citizens prepared to reach their full potential as lifelong learners.

Belief Statement

- We believe the SPCSD Counseling Program is designed to be a support system and advocate for all students regardless of the need.
- Our role is to ensure that students have a safe place to explore and maintain social, emotional, and academic needs while becoming productive citizens prepared for the future

Program Goal

2021-2022

The goal of the SPCSD Counseling Program is to target the group of students most impacted academically and/or emotionally by quarantined status.

2021-2022

Due to the pandemic causing student quarantine(s) and pivots from in-person instruction to digital instruction, the goal of the SPCSD Counseling Program is to assist in the motivation of students to maintain completion of assignments and digital course work, thereby decreasing the percentage of failing semester grades and increasing overall emotional health.

DATA:

- Monitor quarantined population through parent contact, teacher communication, and student email.
- Devise student check-in system for students previously quarantined in order to gauge emotional health

Strategy:

- Determine which students have F's or below in core classes. Develop an individualized plan to assist student in achieving a passing grade.
- Schedule student counseling sessions and/or referral to Mental health counselor

Action Steps:

- Share data with teachers and parents.
- Student will be considered successful when student maintains a C average or better for marking period.
- Student will report improved mental health to assigned counselor

Post Data/evaluate:

- Students with multiple quarantines create a 37% population of students with failing grades for K-12.

Management

The background of the slide is a close-up, black and white photograph of a snake's skin. The scales are arranged in a regular, overlapping pattern, creating a textured, grid-like appearance. The lighting highlights the individual scales, giving them a three-dimensional quality. The overall tone is monochromatic, with various shades of gray and black.

Use of Time

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|---|--|
| <ul style="list-style-type: none">• Individual, group, & classroom guidance sessions• Academic, college & career counseling | <ul style="list-style-type: none">• Individual, group, & classroom guidance sessions• Academic, college & career counseling• Parent Involvement | <ul style="list-style-type: none">• Individual, group, & classroom guidance sessions• Academic, college & career counseling | <ul style="list-style-type: none">• Individual, group, & classroom guidance sessions• Academic, college & career counseling• Administrative meeting | <ul style="list-style-type: none">• Individual, group, & classroom guidance sessions• Academic, college & career counseling |

Administrative Conference and Advisory Council

- Weekly meetings with counselor and principal
- Weekly reports to superintendent
- Monthly reports to school board members
- Meetings with teachers discussing student learning and behavior

Act 190, The School Counseling Improvement Act, states that school counselors shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students.

Direct Services

Individual Counseling
Group Counseling
Guidance Lesson by grade
Career Guidance for students
Girls/Boys Group

Indirect Services

Parent contact
Consultation - referrals, personal needs
Decision making team - 504, ale, iep, gt
Student Scheduling

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of his/her time each month, on student contact days, engaging in administrative activities.

Administrative Duties

- Building Testing Coordinator (BTC) - Create testing groups in Aspire portal & starting summative testing sessions
- MHS Counselor - Master Schedule & Student Scheduling in Eschool (summer hours)
- MES/DES Counselor - Student Scheduling in Eschool (summer hours)

Collaborate with Teams

Serving as a contributing member of decision-making teams, which include without limitation:

- (i) Teams that are convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;**
- (ii) Response-to-intervention teams;**
- (iii) English language learner programs;**
- (iv) Parental involvement or family engagement programs;**
- (v) Positive behavioral intervention support programs;**
- (vi) Advanced placement and gifted and talented programs.**

- Assist in contributing to student behavior plans for ALE, 504, and IEP students
- Assist in creating academic plans for EL, ALE, 504, and IEP students
- Hosting parent nights, attending parent meetings for students and advocating for students/parents
- Academic counseling for GT students

Annual calendar by month for Guidance

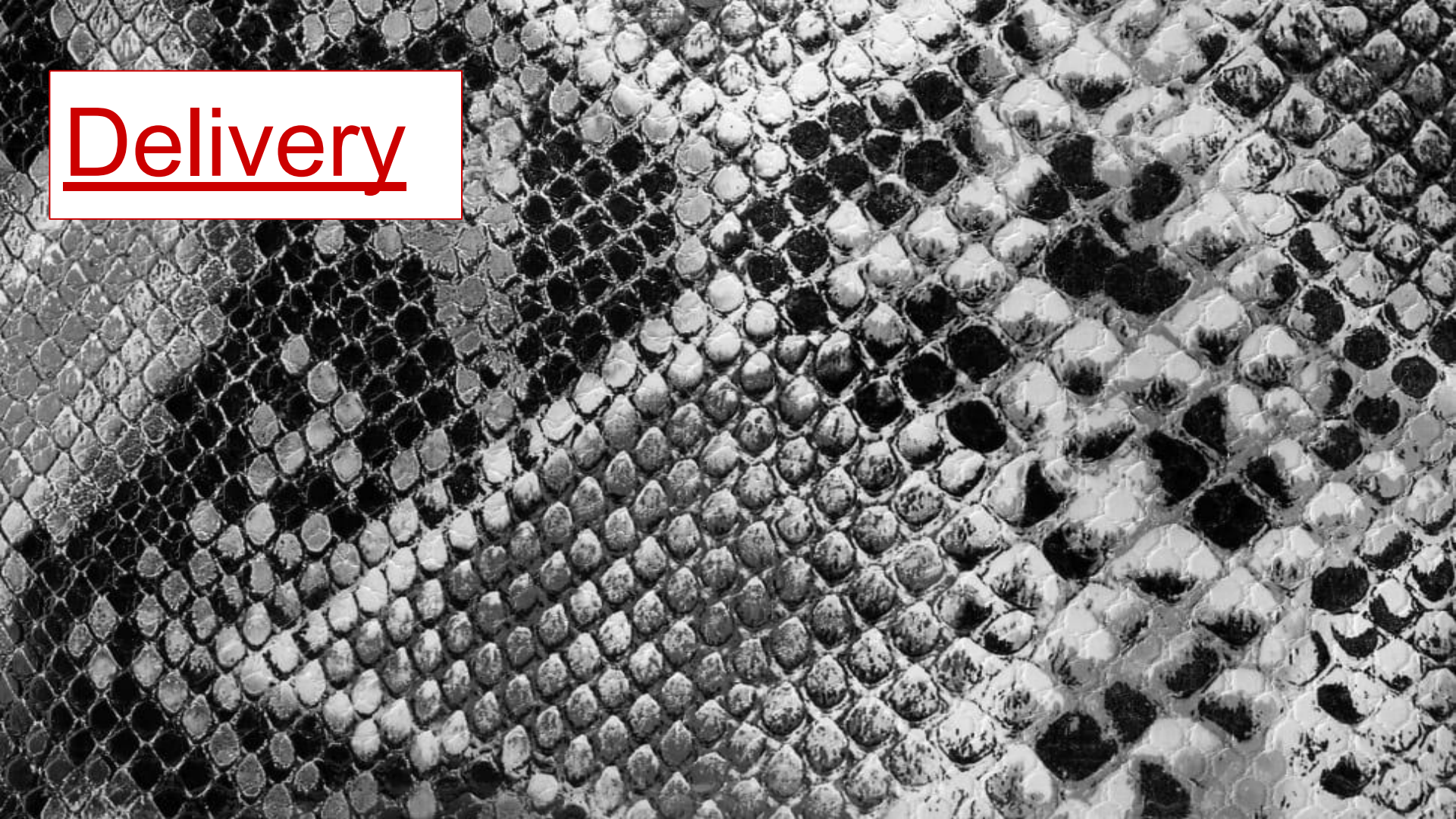
[Elementary/High School Counselor Monthly Lesson Topics](#)

[Elementary Counselor direct link and lesson plan](#)

Multi-Tiered Services

- RTI
 - Parent meetings, clinical counseling referrals for group/individual counseling, ALE, Credit recovery, tutoring

Delivery



Classroom Lessons

Elementary Counselor Calendar of Lessons

| August | | January | |
|--|--|-----------------------------------|--|
| Open House | | Goal Setting | |
| Meet the Counselor | | Actions/Consequences | |
| Back to School/House Teams | | Focus | |
| September | | February | |
| Friendship/Personal Space | | Kindness | |
| Communication Skills/Negotiations | | Kindness Week | |
| Emotions | | Team Work | |
| October | | March | |
| Bullying Prevention/6th Grade Video | | Spring Break | |
| Red Ribbon Week | | Grit/Resilience | |
| Digital Citizenship | | Empathy | |
| November | | April | |
| Thankfulness/Gratitude | | Careers | |
| Anger | | Career Fair | |
| Self Control | | Career Test | |
| December | | May | |
| Responsibility | | New Teacher Meet and Greet | |
| Telling the Truth | | 6th Grade High School Tour | |
| Christmas Program | | | |

Orientation/Transition

Providing orientation programs for new students and transferring students at each level of education

What strategies are used for transitioning students?

- 6th grade tour led by MHS students
- New student tours led by student council
- Open house presentations
- https://docs.google.com/document/d/1dlPbvy1-fyyLn_HPrOO66puw4wcsCZAc3chglGPOzek/edit?usp=sharing

Academic Advisement

- MHS Senior meetings
- Financial Aid Night for students/parents
- Reality Fair for 6-12
- College Tours for MHS students
- College Recruiter meetings for MHS students
- Job shadowing for MHS students
- RAISEC test and discussion of careers for elementary students.
- Career/Life skills Day for elementary

Social-Emotional

Providing social and emotional skills designed to support students, including without limitation programs:

- (i) To promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making;**
- (ii) To improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment;**
- (iii) To develop conflict-resolution skills;**

What strategies are used for social-emotional learning?

- **Advisory group sessions**
- **GUIDE for Life**
- **Digital Citizenship**
- **Peer Sponsors**
- **Classroom counseling sessions**
- **Individual counseling sessions**
- **Academic counseling sessions**

Providing a career planning process that includes without limitation:

(i) Guidance in understanding the relationship between classroom performance and success in school and beyond;

(ii) The provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;

(iii) Guidance in understanding the advantages of completing career certifications and internships;

(iv) Interpretation of augmented, criterion-referenced, or norm-referenced assessments for students and parents;

(v) The provision of information to a parent or legal guardian, such as through workshops on preparing for college, financial aid, and career opportunities; and

(vi) Encouragement to a parent or legal guardian to support partnerships in his or her student's learning and career planning processes;

Career Planning Process

- Kuder
- Student Success Plans
- ASVAB
- Job shadowing
- Myers Briggs
- Financial Aid night
- Parent meetings
- Graduation Meetings
- Work Keys Assessment

Providing academic advisement services, including without limitation:

(i) Developing an individual planning system to guide a student to access and monitor the student's own educational, career, and social and emotional progress;

(ii) Guiding a student along the pathways to graduation;

(iii) Guiding a student in goal-setting experiences and course selection aligned with the student's post-secondary goals;

(iv) Addressing accelerated learning opportunities;

(v) Addressing academic deficits and the accessibility of resources;

(vi) Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and revise a student's plan of study; and

(vii) Providing support for students who show potential so they are more likely to engage in rigorous coursework and take advantage of post-secondary opportunities

Student Success Plans

- Student Success Plan with Counselor/Teachers
- Job Shadowing
- Career Fair (MHS/MES)
- Reality Fair
- Dual Credit Concurrent Enrollment
- ASVAB
- KUDER
- Digital Day Incentives
- WorkKeys Assessment

Suicide Prevention

To address age-appropriate suicide awareness and prevention through:

(a) Strategies that help identify a student who is at risk for suicide;

(b) Strategies and protocols that help a student who is at risk for suicide; and

(c) Protocols for responding to a suicide death

- Suicide awareness lessons for students
- Suicide hotline info for students
- Parent Awareness
- Teacher PD for signs and reporting
- Mobile Assessment
- Team Meetings/Intervention
- District Crisis Plan

Bullying Prevention

To prevent bullying that include without limitation:

- (a) Training programs for school employees regarding how to recognize bullying behaviors;
- (b) Protocols for responding to bullying that is occurring in the school;
- (c) Strategies that support a student who is being bullied; and
- (d) Strategies that help a bystander speak out against bullying;

- Bullying PD for staff
- Handouts to assist in noticing the warning signs
- Intervention team meetings (principal, counselor, dean of students, students, parents)
- Individual counseling
- Group Counseling
- Bullying prevention lessons
- Buddy Bench
- Anti-bullying teams

Drop-Out Rate

Intervening with students who are at risk of dropping out of school to determine if there is a way to keep at-risk students in school

- Alternative Learning Environment (ALE)
- Credit Recovery
- Summer School
- Tutoring
- Regularly scheduled meetings with Intervention Team (principal, counselor, classroom teacher, dean of students, & a coach if applicable)

Post-Graduation Follow Up

**Following-up with high
school graduates**

- Google survey that collects emails from seniors for future contact
- Social Media
- In-person visits
- Phone calls
- Emails
- College Advisor Check-in

Accountability/Assess

- Counselor Check-In Survey (MHS)

Program Review With Data

- Survey for teachers, students, & parents
- Self-Assessment

Stakeholder Sharing

- Social media posts to district website
- Digital office (MHS Counselor)
 - <https://docs.google.com/presentation/d/1KiqG0kCUbOvIrKf3eCot68sItwwObhMbBt2Pa7VYILg/present?slide=id.p>
- Parent night presentations (financial aid night, academic advisement, college/career)
- Email (MHS: courtney.stone@rattlers.org - MES/DES: james.riley@rattlers.org)
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