

# **WATSON CHAPEL SCHOOL DISTRICT**



## **Comprehensive School Counseling Plan**

**2023- 2024**

4100 Camden Road

Pine Bluff, Arkansas 71603

(870) 879-0220

**Dr. Tom Wilson, Superintendent**

**Dee Davis, Assistant Superintendent**

## **School Counselors**

### **Edgewood Elementary School**

**Mrs. Briggs**, 504 Coordinator, Building Testing Coordinator, RTI Coordinator

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### **Coleman Intermediate School**

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### **Watson Chapel Junior High School**

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### **Watson Chapel High School**

**Mrs. Sylvia Webb**, 504 Coordinator, Building Testing Coordinator

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## **BELIEFS**

Watson Chapel School District School Counselors believe:

All students can learn and achieve academically, socially and emotionally. We advocate for all students by identifying needs and garnering support, resources and opportunities to promote individual growth through our comprehensive counseling plan.

## **VISION**

The Watson Chapel School District Counseling Department's 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 multi-tiered counseling.

## **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
- Documentation of FINS cases filed

### **Coleman Intermediate School Plan of Action**



**Actions in Place:**

- Educate parents of attendance importance.
- Bulletin Announcements
- Social Media post
- Reminder emails
- 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

**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 students and parents when attendance issues arise using letters that are generated through the school and sent home by mail.

#### **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.
- 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 reduce truancy.

**Goal 2:** Watson Chapel School District will decrease the number of office referrals by 5% for the 2023-2024 school year.

### **Edgewood Elementary School Plan of Action**

#### **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
- Paw Print Sheets in each classroom (to record positive behavior)
- Students of the Month, from each classroom, recognition
- District Kindness Week

#### **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

## **Coleman Intermediate School Plan of Action**

### **Actions in Place:**

- 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
- Monthly Guidance/Character Lessons
- Weekly Backpack Food Program
- Word of the Week
- Arkansas Peace Week

### **Actions to Take:**

- Parent Communication
- Staff Development for teachers
- Mentors
- More positive phone calls/text
- Help to create positive school culture
- Student shout- outs
- Check-in/Check-out with students
- District Kindness Week

### **Data Review:**

- Behavior data reports
- ISS/OOS data
- Guidance lesson surveys
- Needs Assessment for teachers/students

## **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, parents, and other stakeholders, develop behavior contracts that are specifically tailored for the needs of that particular student.
- Provide universal reinforcement both positive and negative that may be used individually or universally by as many staff as possible.
- District kindness week
- Word of the week

#### **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.
- District Kindness Week - February

#### **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**

### **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

## **Delivery of Services**

**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.**

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

### **Direct Counseling Activity – 90% of Time**

The Watson Chapel School District counselors provide the following activities:

- 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
  - Responsive Services
- Small group counseling sessions



- Classroom guidance sessions

### **Administrative/Indirect Activities- 10% of Time**

The Watson Chapel School counselors provide the following administrative services:

- 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
- RTI coordinators on all Elementary Campuses

### **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. Elementary school counselors use the G.U.I.D.E for life as a resource for classroom guidance lessons.

<https://dese.ade.arkansas.gov/Offices/learning-services/guide-for-life>

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.

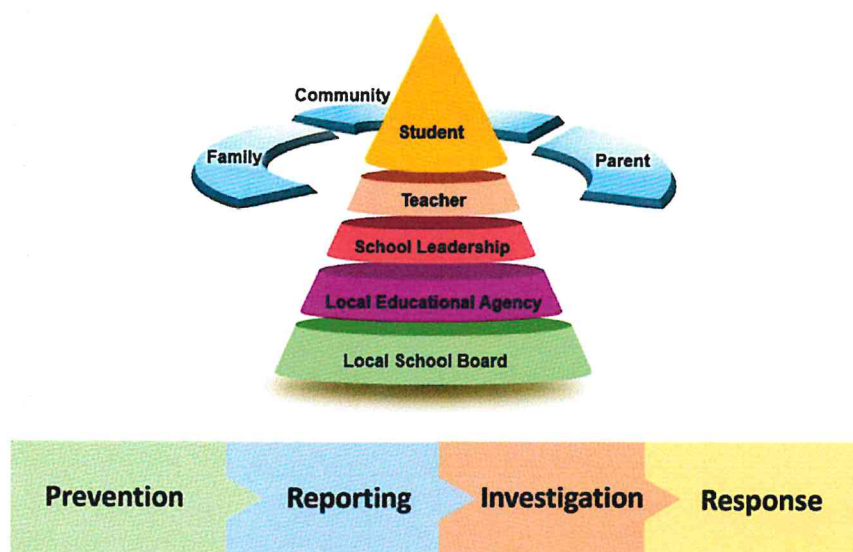
## **Bully Prevention Awareness**

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, 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. Each counselor will track their use of time.

**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.

## **THE ACCOUNTABILITY OF OUR SCHOOL COUNSELING PROGRAM**

Accountability and evaluation of the school counseling program are important. It is necessary to demonstrate the effectiveness of their programs. School counselors must collect data and use data that supports the program's vision and mission. The purpose of this component is to analyze the data that has been collected and make decisions based on results.

The school counselor annually assesses the effectiveness of the comprehensive school counseling program to help develop a more effective program.

### **TOOLS FOR ASSESSING THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

<b>Edgewood</b>	<b>Coleman</b>	<b>WCJH</b>	<b>WCHS</b>
Annual Administrative Conference	Teacher/student Questionnaire	Annual Administrative Conference	Annual Administrative Conference
School Counselor Appraisal Forms	School data	School Counselor Appraisal Forms	School Counselor Appraisal Forms
Student Surveys	End of the year reflections	Student & Teacher Needs Assessments	Student & Teacher Needs Assessments
Teacher Surveys	Disciplinary records	Attendance and Discipline Data	Attendance and Discipline Data
Self-Assessment and Annual Reflection	Needs Assessment		
School Data	<b>Share results tools:</b>		
	Presentations		
	The following year's plan		
	Data Reports		

## CALENDARS

### Edgewood Elementary - 2023-2024 Year at a Glance

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

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



## Coleman Intermediate - 2023-2024 Year at a Glance

September	October	November
Individual short-term counseling and support	Individual short-term counseling and support	Individual short-term counseling and support
Small group counseling	Small group counseling	Small group counseling
Consultation	Consultation	Consultation
Responsive Services	Responsive Services	Responsive Services
Prevention and early intervention services	Prevention and early intervention services	Prevention and early intervention services
Crisis counseling and management	Crisis counseling and management	Crisis counseling and management
New Student Scheduling/orientation	Character lessons/guidance lessons	Character lessons/guidance lessons
Section 504 Coordination/meetings	Team Meetings (Leadership/RTI/PBIS)	Team Meetings (Leadership/RTI/PBIS)
Character lessons/guidance lessons	Bully Prevention Activities	Run/Distribute progress reports
Team Meetings (Leadership/RTI/PBIS)	Red Ribbon Week	Food Backpack program
Teacher/Student Needs Assessment	Run/Distribute report cards	
Data Review/Program Planning	Awards Assembly Preparation	
Run/Distribute progress reports	Food Backpack Program	
Food backpack program		

December	January	February
Individual short-term counseling and support	Individual short-term counseling and support	Individual short-term counseling and support
Small group counseling	Small group counseling	Small group counseling
Consultation	Consultation	Consultation
Responsive Services	Responsive Services	Responsive Services
Prevention and early intervention services	Prevention and early intervention services	Prevention and early intervention services
Crisis counseling and management	Crisis counseling and management	Crisis counseling and management
Section 504 Coordination/meetings	RTI Coordination	RIT Coordination
Character lessons/guidance lessons	Section 504 Coordination/meetings	Section 504 Coordination/meetings
Team Meetings (Leadership/RTI/PBIS)	Character lessons/guidance lessons	Character lessons/guidance lessons
Referrals	Team Meetings (Leadership/RTI/PBIS)	Team Meetings (Leadership/RTI/PBIS)
RTI Coordination	Run/Distribute report cards	Run/Distribute progress reports
Food backpack program	Referrals	Kindness Week
	Awards Assembly Preparation	Referrals
	Food backpack program	Food backpack program

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

# Watson Chapel Junior High School

## Watson Chapel Junior High Annual Calendar Snapshot 2023-2024

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

## Watson Chapel High School 2023-2024 Calendar at a Glance

<p><u>First Quarter</u></p> <p>Resolve Schedule Conflicts</p> <p>Student/Parent Orientation</p> <p>Senior Graduation Evaluations with (12<sup>th</sup>) to develop/review graduation plan</p> <p>Senior Assembly</p> <p>Individual Guidance Sessions</p> <p>Group Guidance Sessions</p> <p>Scholarship Search Updates - Newsletter</p> <p>Plan College Fairs with Career Coach</p> <p>Grade level assemblies</p> <p>Student Conferences: Academic/Personal/Social Consultation and Referrals: Parents, Teachers, Support Staff, Community Agencies and Administrators</p> <p>504 Coordination/Review meetings</p> <p>Report Cards/grade entry</p>	<p><u>Second Quarter</u></p> <p>Student Conferences: Academic/Personal/Social Consultation and Referrals: Parents, Teachers, Support Staff, Community Agencies and Administrators</p> <p>Assist Students in Application Process: Governor's School, Colleges, Hugh O'Brien, Financial Aid Workshop-Parents &amp; Students</p> <p>Coordinate Visits of College Representatives (Career Coach)</p> <p>Scholarship Search Updates - Newsletter</p> <p>Individual Guidance Sessions</p> <p>Group Guidance Sessions</p> <p>Individual Conferences with Juniors, Sophomores and Freshmen (9<sup>th</sup> -11<sup>th</sup>)</p> <p>504 Coordination/Review meetings</p> <p>Report Cards/grade entry</p>
<p><u>Third Quarter</u></p> <p>Candidate for Graduation Statement Review</p> <p>Class Rank and GPA Statements Distributed</p> <p>Student Transition Activities-Jr. High to High School</p> <p>ACT Test Coordination</p> <p>Top 20 Banquet</p> <p>Pathways With Promise Ceremony (Career Center)</p> <p>Classroom Guidance Sessions with each grade level: Planning, Course Selections (Registration)</p> <p>College Recommendations</p> <p>Individual Guidance Sessions</p> <p>Group Guidance Sessions</p> <p>504 Coordination/Review meetings</p> <p>Report Cards/grade entry</p>	<p><u>Fourth Quarter</u></p> <p>Senior Day Activities</p> <p>Graduation Ceremony</p> <p>Prepare Final Transcripts</p> <p>Prepare Annual Guidance Report</p> <p>ACT ASPIRE Test Coordination</p> <p>504 Coordination/Review meetings</p> <p>Conduct Graduate Follow-up Survey</p> <p>Orientation/Registration Conferences</p> <p>Guidance Program Evaluation</p> <p>Consultation and Referrals: Parents, Teachers, Support Staff, Community Agencies and Administrators</p> <p>Failure Notices - Parent Communication</p> <p>Prepare Recommendations</p> <p>Individual Guidance Sessions</p> <p>Report Cards/grade entry</p>



## MULTI-TIERED COUNSELING SERVICES

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_MTSS.pdf](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%**

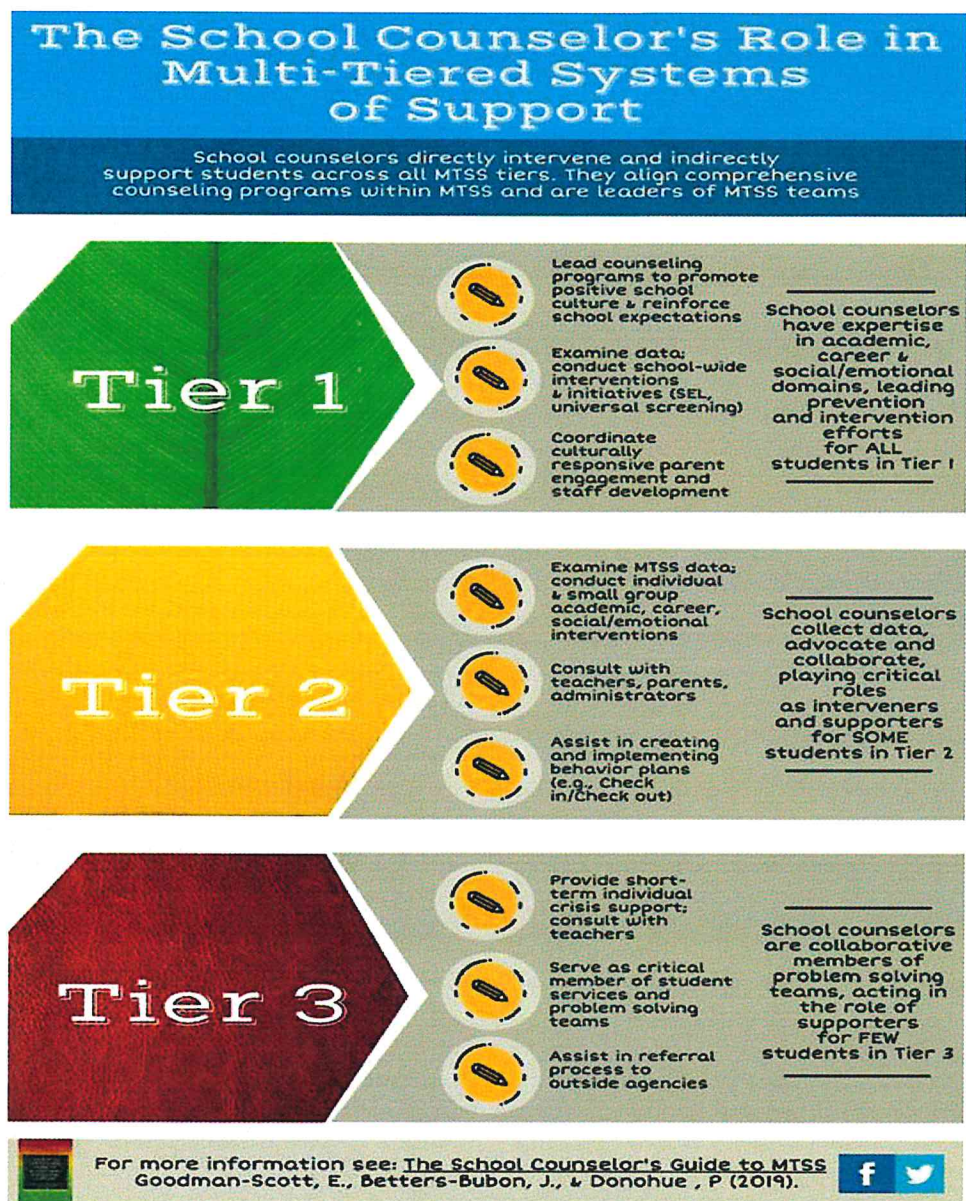
In Tier 2, a second layer of strategic intervention is added. Students still receive core instruction but need additional support to be successful. In this tier, our counselors provide small group counseling, individualized counseling, parent conferences, and agency consultation. Counselors also use 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.



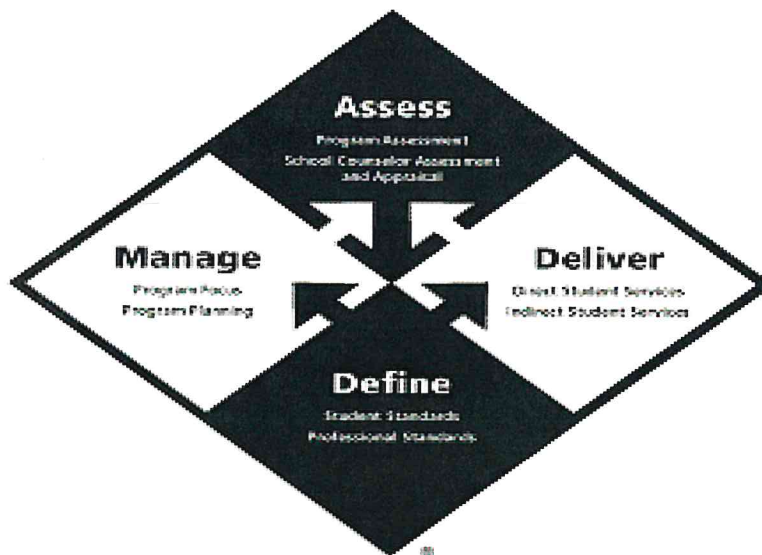
## ASSESSMENT

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](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.**