

**PRESCOTT SCHOOL DISTRICT**

**SCHOOL COUNSELING PROGRAM**

**MARCH 2020**

**REVISED: May 26, 2020**

Prescott School District has an outstanding School Counseling Program to better support, encourage, and ready **ALL** students that we have the privilege to serve in all of our schools. This plan is based on the needs identified by students, parents, community and state requirements.

**SCHOOL COUNSELORS IN THE DISTRICT:**

Brenda Smith Elementary Counselor 870-887-2770

 bsmith@prescottschool.net

Frank Henson Junior High Counselor 870-887-2521

 fhenson@prescottschool.net

Haleigh Glass Counselor/Career Coach 870-887-2521

 hghlass@prescottschool.net

Quinton Radford High School Counselor 870-887-7809

 qradford@prescottschool.net

**PRESCOTT SCHOOL DISTRICT BELIEVES that ALL students can learn and should have access to all educational programs in order to do so. Therefore, PRESCOTT SCHOOL DISTRICT vision for all students is to serve and support our students by providing them a rigor and relevant education. We believe that this will help them to gain the skills needed to be college and career ready**.

**THEREFORE, THE PRESCOTT SCHOOL DISTRICT’S VISION FOR THE COUNSELING/GUIDANCE PROGRAM INCLUDES STUDENTS’ BEHAVIORAL, SOCIAL, AND EMOTIONAL NEEDS. WE FURTHER BELIEVE THAT A STUDENT’S EDUCATIONAL SUCCESS IN REACHING THEIR FULL POTENTIAL IS CENTERED AROUND ACADEMICS, ATTENDANCE, BEHAVIOR, AND SELF MOTIVATION. LASTLY, WE BELIEVE THAT ALL STAFF MUST BE AWARE OF AND BE SUPPORTIVE OF THE COUNSELOR/GUIDANCE PROGRAM IN ORDER FOR IT TO BE EFFECTIVE.**

**THE COLLECTION AND INTERPRETATION OF DATA IS EQUALLY IMPORTANT TO BE AWARE OF THE NEEDS OF STUDENTS INDIVIDUALLY AND COLLECTIVELY. THEN NEEDS CAN THEN BE ADDRESSED AND PROGRAMS BE CONTINUALLY UPDATED FOR EFFECTIVENESS TO MEET THE DIFFERENT NEEDS OF ALL STUDENTS EQUALLY. THIS DATA NEEDS TO BE BOTH PRE AND POST DATA COLLECTED AND INTERPRETED.**

**GUIDANCE COUNSELING MISSION: The mission of Prescott School District Counseling Program is to ensure that every student in the district’s schools will acquire competencies needed in academics, career, personal and social development to reach their greatest potential in the preparation for lifelong learning in a changing world.**

**School Counseling Program supports the academic mission, fostering safe schools, serving as advocates for all students, providing resources for all stakeholders, working with others to support mental health needs of students, keeping abreast and sharing concerning curriculum and different policy changes.**

**All school counselors attend local and state professional development opportunities to help them remain highly qualified. School counselors always follow the ethical guidelines as outlined in the ASCA “School Counselor Professional Standards and Competencies and Ethical Standards” as well as those outlined by the Arkansas Department of Education to ensure the wellbeing of all stakeholders and the integrity of the school counseling program**

**GOALS: 2020-21**

**GOAL 1 (DISTRICT WIDE)**

**MAJOR DISCIPLINE INFRACTIONS THAT RESULT IN OSS (OUT OF SCHOOL SUSPENSION), ISS (IN SCHOOL SUSPENSION), AND ALE (ALTERNATIVE EDUCATION ENVIRONENT) WILL DECREASE BY 10%. CURRENT DISCIPLINE RECORDS WILL BE RESEARCHED AT THE BEGINNING OF EACH SCHOOL YEAR TO DETERMINE THE DISCIPLINE REFERRALS DISTRICT WIDE.**

**RECORDS WILL BE ASSESSED FROM PREVIOUS SCHOOL YEAR AND BE COMPARED TO THE CURRENT SCHOOL YEAR TO MEASURE THE SUCCESS OF THIS GOAL.**

**ACTION 1: THIS WILL BE ACCOMPLISHED THROUGH MANDATORY COUNSELING UPON THE TIME OF MAJOR DISCIPLINE INFRACTION AND THEN AGAIN AFTER STUDENT RETURNS FROM DISCIPINARY ACTION. THIS WILL BE DONE TO HELP ENSURE THAT STUDENTS WILL TAKE A DIFFERENT BEHAVIOR PATH BEFORE ANY OTHER MAJOR DISCIPLINE INFRACTIONS OCCUR.**

**ACTION 2: COUNSELORS WILL ALSO CONDUCT CLASSROOM LESSONS TO HELP INSTILL UPON STUDENTS THE NEED TO UNDERSTAND APPROPRIATE BEHAVIOR AND CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR.**

**GOAL 2 (DISTRICT WIDE)**

**ATTENDANCE WILL BE IMPROVED BY 10% THROUGHOUT THE DISTRICT. WE ARE AWARE THAT SUCCESS IN SCHOOL IS DIRECTLY COORDINATED WITH ATTENDANCE.**

**RECORDS WILL BE ASSESSED FROM PREVIOUS SCHOOL YEAR AND BE COMPARED TO THE CURRENT SCHOOL YEAR TO MEASURE THE SUCCESS OF THIS GOAL.**

**ACTION 1: STUDENTS ABSENTEES WILL BE MONITORED AND PARENT/GUARDIAN WILL BE CONTACTED CONCERNING THEIR ABSENTEES.**

**ACTION 2: COUNSELORS WILL CONDUCT INDIVIDUAL COUNSELOR WITH STUDENTS WITH EXCESSIVE ABSENTEES AS WELL AS CONDUCT GROUP COUNSELING SESSIONS AS FEASIBLE.**

**ACTION 3: COUNSELORS WILL CONDUCT CLASSROOM PRESENTATIONS CONCERNING THE NEED TO HAVE GOOD ATTENDANCE BOTH IN SCHOOL AND PREPARING FOR THE WORKFORCE. PRESENTATION WILL ALSO INCLUDE WAYS THAT THEY MIGHT IMPROVE ATTENDANCE.**

**GOAL 3: (DISTRICT WIDE)**

**BULLYING (REPORTED AND PERCEIVED) WILL BE REDUCED THROUGHOUT THE DISTRICT BY 15%. WE ARE AWARE THAT NOT ONLY STUDENTS ARE AFFECTED EDUCATIONALLY BUT ALSO SOCIALLY THROUGH BEING BULLIED AS WELL AS THOSE THAT DOES THE BULLYING.**

**RECORDS WILL BE ASSESSED FROM PREVIOUS SCHOOL YEAR AND BE COMPARED TO THE CURRENT SCHOOL YEAR TO MEASURE THE SUCCESS OF THIS GOAL.**

**ACTION 1: BULLYING INCIDENTS WILL BE REPORTED TO THE COUNSELOR AS THE FIRST POINT OF CONTACT. THE ADMINISTRATOR WILL BE ASSESSED OF THE REPORT AS WELL. (ANY DISCIPLINARY ACTION WILL BE TAKEN BY THE BUILDING ADMINISTRATOR ONLY.**

**ACTION 2: STUDENTS BEING BULLIED WILL BE INTERVIEWED/COUNSELED BY THE APPROPRIATE COUNSELOR AT EACH BUILIDNG IN A PROFESSIONAL AND CONFIDENTIAL WAY.**

**ACTION 3: STUDENTS THAT ARE ACCUSED OF BULYING WILL ALSO BE INTERVIEWED/COUNSELED BY THE APPROPRIATE COUNSELOR AT EACH BUILDING.**

**NOTE: THIS MAY BE BEFORE OR AFTER ANY DISCIPLIANRY ACTION TAKEN BY THE ADMINISTRATION DEPENDING ON THE SERIOUSNESS OF THE SITUATION.**

**ACTION 4: STUDENTS (THOSE THAT HAVE BEEN BULLIED AS WELL AS THOSE THAT HAVE BEEN ACCUSED OF DOING THE BULLYING) RECEIVED FOLLOW UP COUNSELING AS NEEDED.**

**ACTION 5: COUNSELORS WILL CONDUCT CLASSROOM PRESENTATIONS AS APPROPRIATE, CONCERNING THE NEED TO HAVE A GOOD ANTI-BULLYING ENVIRONMENT, AS WELL AS REMINDING STUDENTS OF BULLYING SIGNS, AND ALSO ON HOW TO AND THE NEED TO REPORT BULLYING AT EACH BUILDING.**

**School Counseling Program must be COMPREHENSIVE to include:**

 Preventive classroom guidance activities

 Individual and group counseling;

Consultation with teachers, administrators, parents, and community leaders;

Crisis intervention;

Assessment, placement, and follow-up services.

As well as others that are noted below

**School Counseling Program must be a TEAM Approach**

Development of trust with all students, staff, parents,

 administrators, community leaders, and referral agencies

 Ability to work with all needed to help students along their way

 Understanding that all involved have the ability and right to

 Explore and express their feelings without any judgement

 and non-threatening environment.

Prescott School District believes that there must be stakeholders involvement in the overall Counseling Program. Therefore, the following stakeholders are currently on our ADVISORY COUNCIL (TEAM):

**ADVISORY COUNCIL (TEAM)**

MR. REED KOGER (SCHOOL BOARD MEMBER)

MS. KIMBERLY GRIMES (ELEMENTARY PRINCIPAL)

MR. JAY TURLEY (JUNIOR PRINCIPAL)

MR. TOMMY POOLE (HIGH SCHOOL PRINCIPAL)

CANDY ROGERS (GRADES K-6 NURSE)

JADE CORNELIUS (GRADES 7-12 NURSE)

This advisory team will meet at the beginning of the school year, twice during the school year (Dates to be determined), and again at the close of the school year.

**A**D**MINISTRATIVE DUTIES:** Counselors usually are involved in administrative duties such as registering new students along with scheduling of classes, eschool review and updating of student records to include preparing for the different cycle pulls, and from time to time sharing with stakeholders in the community concerning school programs and goals.

The time spent on this will NOT exceed 10% of the counselor’s time (ACT 190 of 2019.

**MIGHT PUT IN A ANNUAL CALENDAR FOR OVERVIEW OF THE PLAN OR**

**Statement each grade level building will prepare annual calendar and place in their plan and post on their perspective website.**

**INDIRECT COUNSELING:** Counselors at all school’s duties include some indirect counseling such as testing, meeting with parents, working with different staff groups within their buildings and district wide, sharing of test results with all stakeholders, and working with the E-School Program concerning record keeping and scheduling. Student records are reviewed and updated as required.

**DIRECT INDIVIDUAL AND GROUP COUNSELING:**

**Students** are counseled individually to help with behavior, social, and emotional needs that they have.

**Referrals:** Referrals are made by teachers, administrators, other staff, parents, school psychologists, and students themselves to the school counselor. ALSO, counselors will make referrals to student’s families to community agencies to include but not limited to community based counselors, community medical services, local Department of Human Services, and local agencies (food, clothing, Lions Club, etc.)

**Small Group Counseling Sessions** are also conducted with students dealing with the same issues and follow up made.,

**Classroom Guidance** dealing with age appropriate social/emotional, academic, and age appropriate career development will also be conducted.

Counselors will work closely with teachers to schedule these sessions as well as to have teachers assist in preparation and/or follow up as it would lend itself to. The counselor will limit their classroom guidance **no more than 40 minutes per session and no more than 3 per day or 10 per week.**

**CAREER COUNSELING:**

**Students will improve career planning and decision-making skills.**

**Students will be able to set goals, understand the importance of a planning process and seek assistance in decision making.**

**Students will identify information about career sources of occupational information. Students will investigate and locate appropriate sources of career information to match their interest.**

**AT RISK STUDENTS AND DROPOUT PROGRAM:**

**(TRY TO REDUCE SIZE KEEPING BASIC CONCEPT)**

Prescott School District defines a dropout as: Any student who leaves school for any reason except death, before graduation or completion of a GED program of studies, without transferring to another school or registering as a homeschool student.

At-risk students are those enrolled in Prescott School District, whose progress toward graduation, school achievement, preparation for employment, and a variety of health, social, educational, family and economic factors jeopardize futures as productive workers and citizens. These are students with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are generally low.

Prescott School District puts forth great effort to identify these at-risk students and to work with these students and their families to ensure success at Prescott School District. Referrals are made by teachers to the counselor and/or principal as needed to get extra help and attention for these students. The counselor, administrators and/or teachers make every possible effort to work with these identified students and their parents to help identify specific problems and find resources to aid in the problem area(s) through our advisory and high school counselor. Follow up is also made with students that drop out to help them as district is able and to help improve the Drop Out rate. This follow-up includes contacting those that have dropped out to encourage them to either re-enroll or complete a GED Program.

**COUNSELORS IN THE PRESCOTT SCHOOL DISTRICT COUNSELING PROGRAM WILL FOLLOW THE GOALS AND OBJECTIVES AS OUTLINED IN CURRENT LAW AND PROFESSIONAL COUNSELING STANDARDS/GOALS. PRESCOTT SCHOOL DISTRICT WILL ALSO ENSURE THAT STUDENTS WILL HAVE ACCESS TO ANY PSYCHOLOGOCAL AND HEALTH SERVICES.**

Counselors will continue to stress with ALL staff of the Prescott School District that they are **MANDATED REPORTERS CONCERNING CHILD MALTREATMENT AND NEGLECT** through In-Service Opportunities and individual assistance.