



# **PRESCOTT SCHOOL DISTRICT SCHOOL COUNSELING PROGRAM**

**REVISED: June 7, 2022**

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](mailto:bsmith@prescottschool.net)

Haleigh Glass      Junior High Counselor      870-887-2521  
[hglass@prescottschool.net](mailto:hglass@prescottschool.net)

Jennifer Robbins      High School Counselor      870-887-7809  
[jrobbins@prescottschool.net](mailto:jrobbins@prescottschool.net)

## Foundation/Define

### Vision

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.

### Mission

**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.

### Belief Statements

**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.

**Students First:** All students have dignity and worth deserves to be members of a school community that is compassionate and celebrates their uniqueness.

**Relationships:** The school counselor will promote empathetic, compassionate and meaningful connections with students.

**Collaboration:** The school counselor will partner with families, staff and the community to meet students needs for the development of academics, career exploration, and social/emotional growth.

**Growth Mindset:** The school counselor will enhance the comprehensive school counseling program through data evaluation, reflective practices and professional learning.

**Innovative and Effective Learning Environment:** All students deserves a safe and relevant learning environment driven by research and best practice.

**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.**

## **GOALS: 2022-2023**

### **GOAL 1 (DISTRICT WIDE)**

**MAJOR DISCIPLINE INFRACTIONS THAT RESULT IN OSS (OUT OF SCHOOL SUSPENSION), ISS (IN SCHOOL SUSPENSION), AND ALE (ALTERNATIVE EDUCATION ENVIRONMENT) 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 DISCIPLINARY 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 BUILDING 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 DISCIPLINARY 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.

**Goal 4: COVID Safety/Mental Health (District Wide):**

**Action 1:** MEETING WITH STUDENTS REGARDING COVID PROTOCOL

**Action 2:** MONITOR STUDENTS AND REFER TO AN ON CAMPUS MENTAL HEALTH SERVICE (THERAPEUTIC FAMILY SERVICES) AS NEEDED.

**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-4 NURSE)
VANESSA RODGERS	(GRADES 9-12 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.

**ADMINISTRATIVE 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. Counselors also provide counseling to the students in the alternative learning environment at least three times per week.

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

### **Annual Calendar**

#### **Elementary Lesson:**

**September**

**October**

**November**

**January**

**March**

**May**

**Conflict Resolution**

**Bullying Prevention/Cyberbully/Empathy**

**Empower Me**

**Emotions/Coping Strategies/Owning Behavior**

**Sportsmanship**

**Careers/Transition day for incoming Kinder**

#### **Middle School/Junior High:**

**August/September**

**October**

**November/December**

**December/January**

**February**

**March**

**May**

**Bullying Prevention/Cyberbully/Empathy**

**Suicide Awareness**

**Sexual Abuse Prevention**

**Careers**

**Empathy and Kindness**

**Social Media and Internet Safety**

**Transition Day for incoming 5th grade**

#### **High School Lesson Topics:**

Suicide Awareness

Substance Use

Bullying Prevention/Cyberbullying/Empathy

Social Media and Internet Safety

Healthy Relationships/Consent

Transit day for incoming 9th grade

\*A detailed calendar of lessons for grades 9-12 is available upon request.

**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 PSYCHOLOGICAL 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.

Delivery

### **Classroom Lessons and Social Emotional Learning**

School counselors take the lead in the development and organization of the guidance activities, however, this requires the support and assistance of teachers/faculty, parents and administrators. Other guidance procedures may be delivered most effectively by other team members. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced. K-12 Guidance Lessons are developed using the essential skills from the G.U.I.D.E for Life.

### **Individual and Small Group Counseling**

Counselors in Prescott Schools work with students in small groups and individually to provide developmental guidance and remediation and crisis intervention. This guidance is tailored to the students' needs. Typically, topics like grief, divorce and more intensive SEL lessons are taught through small groups and individually. Referrals and topics covered are either from stakeholder referrals and/or assessments.

### **Orientation/Transition**

In K-4, students and families are welcomed and are given a tour of the school. Open House, What's Next Night and Kindergarten Orientation are also part of the K-4 orientation. In grades K-5, new student packets are distributed. Parents and students attend the Open House event. All 6th graders are invited to tour the junior highs and create a student success plan in the spring. In junior high, new students are able to attend a seminar class for new students. School tours are given by student aides and student lunch buddies are assigned to new students. Counselors hold presentations, SSP conferences and attend middle school PTO meetings when students transfer from 6th to 7th grade. When students transition from 8th to 9th grade, high school counselors meet 1:1 with students to select classes.

### **Academic Advisement**

Counselors act in a consulting capacity at all levels in guiding students toward short and long-term educational and career objectives. School activities include CAP Conferences and Smart Core Training for Staff and Parents. Students in eighth grade will have an individualized Student Success Plan. In grades K-4, academic advisement and goals are discussed in PLC meetings and via the RTI process. Interest inventories are given to students. In 5th and 6th grade, the staff utilizes MAPS scores; ACT Aspire Scores and teacher input for academic advisement and class selection. In Intervention meetings, each student's progress is discussed. In 6th grade, students receive assistance in junior high course selection in the spring semester. In grades 7-8, counselors use ACT Aspire, MAP and parent input to advise for course selection. Sixth graders attend a presentation to inform them about SSP night and courses available. When students transition from 7th to 8th, students are involved in a classroom presentation where they are advised of the rigor of Pre-AP course, high school credit and course descriptions. All eighth grade parents and students meet with a high school counselor to complete a Student Success Plan.

### **Career Planning Process**

Each school counselor provides a career planning process for each student to include career awareness, employment readiness, career information and/or the knowledge and skill necessary to achieve career goals. School counselors encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process. Counselors and student advocates at the high school level work in coordination with technical and vocational schools. This collaboration includes visits from the technical schools to the high schools, students taking field trips to schools, recruitment, coaching on best occupational routes assisting students in the application and interview process and helping with the scholarship process. In K-4, career education is delivered via classroom guidance. In grades 5-6, parent newsletters, Home and School Connection, are used. Also, a district-wide parent night will focus on career awareness. In addition, interest inventories are utilized to bring awareness to various careers. Middle school hosts a College Awareness Day.

At the secondary level:

1. Work with, advise and make students aware of the importance of selecting the proper courses throughout school in order to meet graduation requirements, to prepare for employment, or to prepare for admission to post-secondary institutions.
2. Provide materials on occupational and post-secondary institutions to help students understand the world of work and its expectations for employment.
3. Work with individual students on postsecondary educational and work alternatives to become informed about educational/work alternatives.
4. Counsel with students displaying a lack of interpersonal skills to develop the interpersonal skills.
5. Make employment opportunities, college choices and career planning materials available for students' use to become informed about up-to-date employment and college opportunities.
6. Provide current materials for career awareness and exploration to form tentative career goals and strategies to reach them whether college or vocational schools could provide those opportunities.
7. Work with individual students to discuss occupational, college, or vocational interests to understand lifestyle preferences and relate them to occupational, college, or vocational interests.

### **Student Success Plan**

By the end of the 2018-2019 school year, each eighth grade student will have a Student Success Plan in place. This plan will be developed by school personnel in collaboration with the parent and student; it will be updated annually. Student Success plans are meant to: guide the student along pathways to graduation, address accelerated learning opportunities, address academic deficits and interventions and include college and career planning components.

### **Suicide Prevention**

The Prescott School District has developed a Comprehensive Suicide Protocol. Suicide staff development for teachers is a requirement by the ADE. Staff participate accordingly. In addition, in June 2018, secondary counselors participated in ASIST Training provided by the American Foundation for Suicide Prevention. In addition, one staff member has been trained as trainers for Talk Saves Lives. Direct suicide prevention education will take place in middle school, junior high and high school. In grades K-4, indirect suicide prevention is addressed via the Empower Me Curriculum. Middle schools will use the SOS program, junior highs will use materials from the Jason Foundation and high school students will receive suicide prevention lessons in their advisory class.

# **PRESCOTT SCHOOL DISTRICT SCHOOL COUNSELING PROGRAM**

**REVISED: June 7, 2022**

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 <a href="mailto:bsmith@prescottschool.net">bsmith@prescottschool.net</a>
--------------	----------------------	--

Haleigh Glass	Junior High Counselor	870-887-2521 <a href="mailto:hglass@prescottschool.net">hglass@prescottschool.net</a>
---------------	-----------------------	--

Jennifer Robbins	High School Counselor	870-887-7809 <a href="mailto:jrobbins@prescottschool.net">jrobbins@prescottschool.net</a>
------------------	-----------------------	--

## Foundation/Define

### Vision

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.

### Mission

**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.

### Belief Statements

**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.**

**Students First:** All students have dignity and worth deserves to be members of a school community that is compassionate and celebrates their uniqueness.

**Relationships:** The school counselor will promote empathetic, compassionate and meaningful connections with students.

**Collaboration:** The school counselor will partner with families, staff and the community to meet students needs for the development of academics, career exploration, and social/emotional growth.

**Growth Mindset:** The school counselor will enhance the comprehensive school counseling program through data evaluation, reflective practices and professional learning.

**Innovative and Effective Learning Environment:** All students deserves a safe and relevant learning environment driven by research and best practice.

**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.**

## **GOALS: 2022-2023**

### **GOAL 1 (DISTRICT WIDE)**

**MAJOR DISCIPLINE INFRACTIONS THAT RESULT IN OSS (OUT OF SCHOOL SUSPENSION), ISS (IN SCHOOL SUSPENSION), AND ALE (ALTERNATIVE EDUCATION ENVIRONMENT) 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 DISCIPLINARY 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 BUILDING 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 DISCIPLINARY 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.

**Goal 4: COVID Safety/Mental Health (District Wide):**

**Action 1:** MEETING WITH STUDENTS REGARDING COVID PROTOCOL

**Action 2:** MONITOR STUDENTS AND REFER TO AN ON CAMPUS MENTAL HEALTH SERVICE (THERAPEUTIC FAMILY SERVICES) AS NEEDED.

**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-4 NURSE)
VANESSA RODGERS	(GRADES 9-12 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.

**ADMINISTRATIVE 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. Counselors also provide counseling to the students in the alternative learning environment at least three times per week.

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

#### **Annual Calendar**

##### **Elementary Lesson:**

September  
October  
November  
January  
March  
May

##### **Conflict Resolution**

Bullying Prevention/Cyberbully/Empathy  
Empower Me  
Emotions/Coping Strategies/Owning Behavior  
Sportsmanship  
Careers/Transition day for incoming Kinder

##### **Middle School/Junior High:**

August/September  
October  
November/December  
December/January  
February  
March  
May

##### **Bullying Prevention/Cyberbully/Empathy**

Suicide Awareness  
Sexual Abuse Prevention  
Careers  
Empathy and Kindness  
Social Media and Internet Safety  
Transition Day for incoming 5th grade

##### **High School Lesson Topics:**

Suicide Awareness  
Substance Use

Bullying Prevention/Cyberbullying/Empathy

Social Media and Internet Safety

Healthy Relationships/Consent

Transit day for incoming 9th grade

\*A detailed calendar of lessons for grades 9-12 is available upon request.

**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 PSYCHOLOGICAL 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.

Delivery

**Classroom Lessons and Social Emotional Learning**

School counselors take the lead in the development and organization of the guidance activities, however, this requires the support and assistance of teachers/faculty, parents and administrators. Other guidance procedures may be delivered most effectively by other team members. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced. K-12 Guidance Lessons are developed using the essential skills from the G.U.I.D.E for Life.

### **Individual and Small Group Counseling**

Counselors in Prescott Schools work with students in small groups and individually to provide developmental guidance and remediation and crisis intervention. This guidance is tailored to the students' needs. Typically, topics like grief, divorce and more intensive SEL lessons are taught through small groups and individually. Referrals and topics covered are either from stakeholder referrals and/or assessments.

### **Orientation/Transition**

In K-4, students and families are welcomed and are given a tour of the school. Open House, What's Next Night and Kindergarten Orientation are also part of the K-4 orientation. In grades K-5, new student packets are distributed. Parents and students attend the Open House event. All 6th graders are invited to tour the junior highs and create a student success plan in the spring. In junior high, new students are able to attend a seminar class for new students. School tours are given by student aides and student lunch buddies are assigned to new students. Counselors hold presentations, SSP conferences and attend middle school PTO meetings when students transfer from 6th to 7th grade. When students transition from 8th to 9th grade, high school counselors meet 1:1 with students to select classes.

### **Academic Advisement**

Counselors act in a consulting capacity at all levels in guiding students toward short and long-term educational and career objectives. School activities include CAP Conferences and Smart Core Training for Staff and Parents. Students in eighth grade will have an individualized Student Success Plan. In grades K-4, academic advisement and goals are discussed in PLC meetings and via the RTI process. Interest inventories are given to students. In 5th and 6th grade, the staff utilizes MAPS scores; ACT Aspire Scores and teacher input for academic advisement and class selection. In Intervention meetings, each student's progress is discussed. In 6th grade, students receive assistance in junior high course selection in the spring semester. In grades 7-8, counselors use ACT Aspire, MAP and parent input to advise for course selection. Sixth graders attend a presentation to inform them about SSP night and courses available. When students transition from 7th to 8th , students are involved in a classroom presentation where they are advised of the rigor of Pre-AP course, high school credit and course descriptions. All eighth grade parents and students meet with a high school counselor to complete a Student Success Plan.

### **Career Planning Process**

Each school counselor provides a career planning process for each student to include career awareness, employment readiness, career information and/or the knowledge and skill necessary to achieve career goals. School counselors encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process. Counselors and student advocates at the high school level work in coordination with technical and vocational schools. This collaboration includes visits from the technical schools to the high schools, students

taking field trips to schools, recruitment, coaching on best occupational routes assisting students in the application and interview process and helping with the scholarship process. In K-4, career education is delivered via classroom guidance. In grades 5-6, parent newsletters, Home and School Connection, are used. Also, a district-wide parent night will focus on career awareness. In addition, interest inventories are utilized to bring awareness to various careers. Middle school hosts a College Awareness Day.

At the secondary level:

1. Work with, advise and make students aware of the importance of selecting the proper courses throughout school in order to meet graduation requirements, to prepare for employment, or to prepare for admission to post-secondary institutions.
2. Provide materials on occupational and post-secondary institutions to help students understand the world of work and its expectations for employment.
3. Work with individual students on postsecondary educational and work alternatives to become informed about educational/work alternatives.
4. Counsel with students displaying a lack of interpersonal skills to develop the interpersonal skills.
5. Make employment opportunities, college choices and career planning materials available for students' use to become informed about up-to-date employment and college opportunities.
6. Provide current materials for career awareness and exploration to form tentative career goals and strategies to reach them whether college or vocational schools could provide those opportunities.
7. Work with individual students to discuss occupational, college, or vocational interests to understand lifestyle preferences and relate them to occupational, college, or vocational interests.

### **Student Success Plan**

By the end of the 2018-2019 school year, each eighth grade student will have a Student Success Plan in place. This plan will be developed by school personnel in collaboration with the parent and student; it will be updated annually. Student Success plans are meant to: guide the student along pathways to graduation, address accelerated learning opportunities, address academic deficits and interventions and include college and career planning components.

### **Suicide Prevention**

The Prescott School District has developed a Comprehensive Suicide Protocol. Suicide staff development for teachers is a requirement by the ADE. Staff participate accordingly. In addition, in June 2018, secondary counselors participated in ASIST Training provided by the American Foundation for Suicide Prevention. In addition, one staff member has been trained as trainers for Talk Saves Lives. Direct suicide prevention education will take place in middle school, junior high and high school. In grades K-4, indirect suicide prevention is addressed via the Empower Me Curriculum. Middle schools will use the SOS program, junior highs will use materials from the Jason Foundation and high school students will receive suicide prevention lessons in their advisory class.