

**GREENWOOD SCHOOL DISTRICT-  
Comprehensive School Counseling Plan**

**I. FOUNDATION**

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The plan is further supported by teachers, parents, nurses, School Based Mental Health therapists, and other support staff.

**School Counseling Standards and Competencies**

Research shows the implementation of a comprehensive school counseling program, as outlined by “The ASCA National Model: A Framework for School Counseling Programs,” improves student achievement and success. The counseling program is an integral part of the educational program and is available to all students of the Greenwood School District. The counseling program is further guided by-The School Counseling Improvement Act of 2019, Arkansas Department of Education Rules and Regulations for public school student services, and the following School Counseling Standards and Competencies:

- ASCA School Counselor Professional Standards & Competencies (2019)  
<https://www.schoolcounselor.org/asca/media/asca/home/sccompetencies.pdf>
- ASCA Ethical Standards for School Counselors (2016)  
<https://www.schoolcounselor.org/asca/media/asca/ethics/ethicalstandards2016.pdf>

- ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student (2014)  
<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>
- G.U.I.D.E. for Life  
<http://dese.ade.arkansas.gov/divisions/learning-services/guide-for-life>

It is with this focus in mind, that the Greenwood School Counseling Program has adopted the following comprehensive counseling plan.

## **A. BELIEFS**

School counselors in the Greenwood Public School Counseling Program believe:

- All students can achieve academic, career, and personal/social success.
- All students shall be provided equitable access to school counseling programs and services.
- All students should feel valued and loved.
- A comprehensive counseling program focuses on prevention, intervention, and student developmental needs.
- Effective school counseling programs use data to improve the academic, career, and personal/social needs of the students.
- Effective school counseling programs is a collaboration with all stakeholders to help each student reach their maximum potential.
- Effective school counseling programs are guided by the American School Counselor Association's Ethical Standards for School Counselors.

## **B. VISION STATEMENT**

The Vision of the Greenwood School Counseling Program is to empower students to participate in a global society, ensure emotional well-being, and become responsible citizens.

## **C. MISSION STATEMENT**

The mission of the Greenwood School Counseling Program is to advocate for the whole child and develop all students' personal, social, career and academic skills. We will foster early identification and intervention of students' needs to remove barriers to learning and promote student achievement.

## **D. PROGRAM GOALS**

The goal for the district is to increase attendance by .5% from the previous year 97.17% Greenwood Public Schools believes that lack of attendance is a barrier to learning and academic achievement. Attendance goals will follow the new guidelines for the state regarding online as well as face to face instruction. Action steps to achieve this goal include:

- **High School/Freshman Center**: The school will monitor individual student absentees and absentee patterns through the use of School Status reporting. Counselors and/or principals will

reach out to parents to address excessive unexcused absences. An adult mentor/check-in partner will be assigned to student(s) with excessive unexcused absences to encourage attendance. Students will be encouraged to get involved with clubs/activities through classroom lessons/announcements (Mindset-M3), teachers will use interest inventories to build rapport (Mindset-B-SS3); studies show that relationships and school involvement improve attendance.

- **Junior High:** The school will monitor individual student absentees and absentee patterns through the use of School Status reporting. Counselors and/or principals will reach out to parents to address excessive unexcused absences. An adult mentor/check-in partner will be assigned to student(s) with excessive unexcused absences to encourage attendance. Students will be encouraged to become involved with clubs and activities to promote regular attendance.
- **Westwood Elementary:** The school will monitor individual student absentees and absentee patterns through the use of School Status reporting. Counselors and/or principals will reach out to parents to address excessive unexcused absences. An adult mentor/check-in partner will be assigned to student(s) with excessive unexcused absences to encourage attendance.
- **East Pointe Elementary:** The school will monitor individual student absentees and absentee patterns through the use of School Status reporting. Counselors and/or principals will reach out to parents to address excessive unexcused absences. An adult mentor/check-in partner will be assigned to student(s) with excessive unexcused absences to encourage attendance.
- **East Hills Middle School:** The school will monitor individual student absentees and absentee patterns through the use of School Status reporting. Counselors and/or principals will reach out to parents to address excessive unexcused absences. An adult mentor/check-in partner will be assigned to student(s) with excessive unexcused absences to encourage attendance. Clubs and activities will be available for students in order to promote regular attendance.

## II. MANAGEMENT

Management requires self-assessment as well as program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and to help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

- A. **Arkansas Comprehensive School Counseling Self-Assessment:** Greenwood school counselors use a program assessment to evaluate the school counseling program aligned to the ACT 190 School Counseling Improvement Act of 2019 and to the ASCA National Model. This self-assessment provides an opportunity for school counselors to reflect on their program and identify areas of strength and areas for growth.
- B. **Use of Time Calculators:** Use-of-time logs are used to determine the percentage of time the counselor is providing direct and indirect counseling services to students and completing administrative activities. Using the data from use-of-time logs provides

regular feedback to the counselor, administration, students, teachers and other stakeholders to ensure that the counseling program is being implemented with fidelity to the students, and their needs are being met.

- C. **Annual Administrative Conference:** Counselors meet with administrators to develop a collaborative overview of the school counselor’s program and percent of time to be allotted to school counseling activities. This conference provides the opportunity to share information about and advocate for the comprehensive school counseling program and show the impact it makes on students.
- D. **Data Use in School Counseling:** Greenwood counselors use data to develop the academic, career, and social/emotional needs of the student body as a whole and also for individual students. Types of data include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners, referrals, and surveys.
- E. **Calendars:** Annual calendars provide an overview of school counseling activities throughout the school year and are included below:

<b>Greenwood High School/Freshman Center</b>	
AUGUST	JANUARY
Freshman Classroom Presentations (Counselor Introductions, Goal Setting, Transcripts & GPA)	Freshman Career Expo
Junior Classroom Presentations (Counselor Introductions, Decision Making Skills, ACT/SAT Info, Post Secondary Plans, College Planning)	Local Scholarships-Seniors
Sophomore Classroom Presentations ( Decision Making Skills, ACT/SAT Info, Post Secondary Plans, College Planning)	Individual Counseling
New Student Tours	
College Application Workshop	Kindness Challenge
SEPTEMBER	FEBRUARY
ELPA Screeners for New ESL Students	Individual Counseling
Senior Classroom Presentations (Decision Making Skills, ACT/SAT info, College Career Planning, Financial Aid, Scholarships)	CAP Book-Planning/Course Descriptions Update
Individual Student Planning Meetings 9-12	ELPA Testing
Suicide Prevention Activities	
College/Career Fair	
OCTOBER	MARCH
ASVAB Testing	CAP/Scheduling Process Begins
PSAT Testing	Update SSPs
Individual Student Planning Meetings 9-12	Junior ACT
Financial Aid Workshop-Parent/student	Individual meetings-in danger of failing

Seniors Classroom-Lottery Scholarship	Individual Counseling
Bullying Prevention Activities	
Freshman ATU Tour	
Individual meetings-in danger of failing	
Drug Prevention Activities	
NOVEMBER	APRIL
Junior Classroom Presentations (Update SSP, Career Interest Inventories, College Planning)	CAP/Scheduling Meetings with Parents & Students
Freshman UAFS Tour	Individual meetings-in danger of failing
Individual Student Planning Meetings 9-12	ACT Aspire Testing
Concurrent Spring Registration	Senior Graduation Prep
Apply FAFSA workshop	Individual Counseling
Individual meetings-in danger of failing	Month of Military Child
DECEMBER	MAY
Family Check ins for Christmas Help	Junior Classroom Presentations (Getting Ready for Senior Year)
Christmas Break	Orientation Incoming 8th graders
	Graduation
	Goal Review and Plan Updates

<b>Greenwood Junior High School</b>	
AUGUST	JANUARY
Orientation and Wellness Focus	Personal & Social Skills Focus--Mindset
SEPTEMBER	FEBRUARY
Academic Skills Focus	Academic Focus
OCTOBER	MARCH
Bully Prevention Focus	Career Focus
NOVEMBER	APRIL
Suicide Prevention Focus	Career Focus
DECEMBER	MAY
Personal & Social Skills Focus--Mindset	Personal & Social Skills Focus

<b>East Hills Middle School</b>	
AUGUST	JANUARY
New Student & Parent Orientation	New Student Orientation

5th and 6th Grade Orientation	Guidance- Academics
Individual Counseling	Individual Counseling
SEPTEMBER	FEBRUARY
Guidance- Bullying Prevention	Guidance- Goal Setting
Small Groups- Social Skills	Small Groups- Social Skills
Individual Counseling	Individual Counseling
OCTOBER	MARCH
Guidance- Bullying Prevention/Drug Prevention	Guidance- Goal Setting
Small Groups- Social Skills	Small Groups-Social Skills
Individual Counseling	Individual Counseling
NOVEMBER	APRIL
Guidance- Bullying Prevention/Drug Prevention	Guidance- Career
Small Groups-Social Skills	Small Groups-Social Skills
Individual Counseling	Individual Counseling
DECEMBER	MAY
Guidance- Academics	Guidance-Career
Small Groups-Social Skills	Small Groups-Social Skills
Individual Counseling	Individual Counseling

<b>East Pointe Elementary</b>	
AUGUST	JANUARY
Individual Counseling	Individual Counseling
Class Placements	Counseling Lessons-Career
School Supplies	New Students
New Student Tours	ELPA 21 Prep
Separation Anxiety/Adjusting to school	ELPA 21 Practice Testing
Open House/Orientations	Great Kindness Challenge
SEPTEMBER	FEBRUARY
Individual Counseling	Individual Counseling
Counseling Lessons-Academics	Counseling Lessons-Positive Me
NWEA Map Testing Prep	ELPA 21 Testing
NWEA Map Testing	Parent/Student Teacher Conferences
	Retention Discussions with Teachers/Parents
	Kindergarten Transition Conferences
	ACT Aspire Testing Prep
	ACT Aspire Testing
OCTOBER	MARCH
Individual Counseling	Individual Counseling
Counseling Lessons-Drug Free	Counseling Lessons-Conflict Resolution
Parent/Student Teacher Conferences	Retention Discussions with Teachers/Parents

ACT Aspire Testing Prep	Kindergarten Transition Conferences
ACT Aspire Testing	
NOVEMBER	APRIL
Individual Counseling	Individual Counseling
Counseling Lessons-Bullying	Retention Meetings
Christmas Programs	NWEA MAP Testing Prep
	NWEA MAP Testing
	ACT Aspire Testing Prep
	ACT Aspire Testing
	Kindergarten Transition Conferences
	Counseling Lesson-Diversity
DECEMBER	MAY
Individual Counseling	Individual Counseling
Christmas Programs	Counseling Lessons-Internet Safety
Christmas gifts to families	Awards Ceremonies
Counseling Lessons-Kindness	Kindergarten Tours
NWEA Map Testing Prep	Kindergarten Transition Conferences
NWEA Map Testing	Retention Meetings
	Class Placements
	Goal Review and Plan Updates

<b>Westwood Elementary</b>	
AUGUST	JANUARY
Intro to Counseling Classroom Lessons	Monthly Leadership Assembly Lesson
Individual Counseling	STEAM Night
New Student Tours/Check-Ins	Great Kindness Challenge Week
Open House/Orientation	Emotional Education Classroom Lessons
Weekly Classroom Walkthrough	Individual Counseling
	Weekly Classroom Walkthrough
SEPTEMBER	FEBRUARY
Monthly Leadership Assembly Lesson	Monthly Leadership Assembly Lesson
Leadership Night	Student Led PT Conferences
Respect Classroom Lesson	Friendship Qualities Classroom Lesson
Individual Counseling	Individual Counseling
NWEA Testing Prep	EC/Kindergarten Transitions
NWEA Test	Weekly Classroom Walkthrough
Weekly Classroom Walkthrough	
OCTOBER	MARCH
Monthly Leadership Assembly Lesson	Monthly Leadership Assembly Lesson
Drug/Alcohol Prevention Classroom Lesson	Attendance Goal Celebration
Red Ribbon Week	Career Exploration Classroom Lessons
Student Led PT Conferences	Individual Counseling
Attendance Goal Celebration	EC/Kindergarten Transitions

ACT Aspire Test	Awards Assemblies
ACT Aspire Testing Prep	Weekly Classroom Walkthrough
Individual Counseling	
Awards Assemblies	
Weekly Classroom Walkthrough	
NOVEMBER	APRIL
Monthly Leadership Assembly Lesson	Monthly Leadership Assembly Lesson
Bullying Prevention Classroom Lessons	Conflict Resolution Classroom Lesson
Individual Counseling	Individual Counseling
Christmas Programs	EC/Kindergarten Transitions
Weekly Classroom Walkthrough	NWEA Testing Prep
	NWEA Test
	ACT Aspire Test
	ACT Aspire Testing Prep
	Weekly Classroom Walkthrough
DECEMBER	MAY
Monthly Leadership Assembly Lesson	Monthly Leadership Assembly Lesson
Attendance Goal Celebration	Attendance Goal Celebration
Coordination of Christmas & Community Resources	Personal Safety Classroom Lesson
Christmas Programs	EC/Kindergarten Transitions
Self- Esteem Classroom Lesson	Kindergarten Tours
Individual Counseling	Awards Assemblies
Awards Assemblies	Weekly Classroom Walkthrough
Weekly Classroom Walkthrough	

### III. PROGRAM DELIVERY

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Guided by the Arkansas School Counseling Improvement Act of 2019, a school counselor shall spend at least ninety percent (90%) of his or her working time during student contact days providing direct and indirect services to students. Administrative activities performed by a school counselor shall not exceed more than ten percent (10%) of the school counselor's time. The following is a list of counselor involvement areas:

#### A. Direct Counseling Services

- Classroom Core Curriculum Lessons
- Individual and Group Counseling
- Responsive Services



A comprehensive school counseling program involves planned classroom lessons for all students in collaboration with classroom teachers. The counselor is limited to forty-minute class sessions, not to exceed three (3) class sessions per day and not to exceed ten (10) class sessions per week. Greenwood Schools also provide individual and group counseling services to students as needed. These services may include regularly scheduled meetings with students based upon a referral as well as responsive services on behalf of students whose immediate personal concerns and problems put the student's academic, career, or social and emotional development at risk, and may include the administration of a risk-assessment. Responsive Services also include intervening on behalf of students exhibiting dangerous behaviors, such as drug use, self-harm, or gang activity. Students are referred to school counselors by: teachers, parents, school based mental health personnel, school administrators, or themselves.

Core curriculum addresses academic growth, career exploration/development, and social/emotional needs. Some of the topics presented in classroom counseling lessons, individual counseling or small group counseling are described below:

### **1. Social And Emotional Skill Development**

Essential social/emotional skill building helps promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making. Emphasis will be placed on ASCA Mindsets and Behaviors for Student Success and the G.U.I.D.E. for Life program, which is supported by the Arkansas Division of Elementary and Secondary Education. This program is designed to give K-12 students a plan – a five-step process – that they can follow to achieve personal success:

- a. GROWTH: (Manage yourself)
  - Develop problem-solving skills.
  - Practice mindfulness.
  - Persevere.
- b. UNDERSTANDING: (Know yourself)
  - Increase self-awareness.
  - Know your strengths and weaknesses.
  - Develop critical thinking skills.
- c. INTERACTION: (Build relationships)
  - Treat others with respect.
  - Communicate effectively.
  - Seek out and offer help when needed.
- d. DECISIONS: (Make responsible choices)
  - Consider personal beliefs, safety and the situation.
  - Think through potential consequences.
  - Put your best self forward.
- e. EMPATHY: (Be aware of others)
  - See other perspectives.
  - Value the feelings of others.

- Appreciate diversity.

## **2. Orientation Programs**

Orientation helps students make a smoother transition from one school setting to another and is also a process for parents and stakeholders to learn about the procedures and services available at each level. At the beginning of the school year, teachers, counselors, and administration meet with parents to discuss expectations and how the child, parent, and teacher can work together for a successful year of learning. Student and parents are able to go meet teachers before the first day of school. As new students enter school throughout the year, counselors facilitate tours and orientation information.

## **3. 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 are available and organized in such a way as to guide students and provide information relevant to their plans. Counselors and teachers assist students in understanding the relationship between school and classroom performance and their future college or career aspirations. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas. Students in eighth grade will have an individualized Student Success Plan which will be updated each year.

## **4. Career Awareness and Planning**

At the elementary level, guidance and classroom activities focus on developing essential skills (G.U.I.D.E for Life), career exploration and making the connection between them and the world of work.

At the secondary level counselors work with students to ensure that they are aware of the importance of course selection and future planning. They 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 and accelerated learning opportunities better prepares them for college- and work- success. Information on post-secondary opportunities and institutions, and alternative career programs are shared with students. Students are given guidance in understanding the advantages of completing career certifications and internships. Soft-skills are developed at all levels and the connection between them and career success is emphasized. Counselors advise students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities. A College/Career Fair and Financial Aid workshop is provided for parents and students at the high school level. School counselors work collaboratively with other educators to support the implementation of Student Success Plans by meeting with students and discussing options.

Counselors support the use of software to help students identify career interests and aptitudes so that they may become better self-managers. Through our Career Action Plan and Student Success Plan, parents are encouraged to be a partner with the planning process. Advisors meet with each student and parent in the spring to review the students' plans.

### **Student Success Plans**

Student Success Plans are a personalized education plan intended to assist students with achieving readiness for college, career, and community engagement. The Student Success Plans are developed by school personnel, in collaboration with parents and the student, and updated annually. The Student Success Plan is a working plan that is dynamic and visited periodically by the student and an advisor to support the overall success of the student to graduate ready for postsecondary opportunities. The Student Success Plan addresses preparation for college, career and community engagement. An Interest inventory and skills assessment tool provides our schools with multiple measures of student academic achievement and growth to assist with development of the Student Success Plan. Access to survey tools in grades 8-12 provide students insight into their personal strengths, aptitudes, and interests. This information can enable them to better transition from high school to an occupational and academic future that will meet their personal needs and work values. To support this process, the Arkansas Department of Education (ADE) is providing access to a College and Career Readiness Tool (CCR Tool) for Arkansas students in grades 8-12. Greenwood schools will be using software called Xello to facilitate our Student Success Plans.

## **5. Assessment and Testing**

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities, the Student Success Plan, core curriculum, and standardized test results. Counselors use different assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

## **6. Group Conflict Resolution Services**

These services include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are designed to promote understanding and positive communication.

Conflict solving for students could include: dealing constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others.

Greenwood Public Schools use a variety of programming to instill and foster positive group conflict resolution skills. Current programs include Conscious Discipline, Leader in Me, PBIS, Choose Love, and The Great Kindness Challenge.

## **7. Bullying Prevention**

Counselors support programs for school employees on how to recognize bullying behaviors. Professional Development is provided by the school district. Classroom lessons and individual counseling is used to teach students skills so that they can move from “bystanders” to “upstanders” and reach out for help when they see bullying taking place. Counselors work with students who bully, those who are the target of bullying behaviors, and those who witness such behavior. Counselors help support the District Anti-Bullying Policy posted on the District website.

## **8. Suicide Prevention**

Every two years, suicide prevention training is presented to teachers and staff members. School counselors provide age appropriate suicide awareness and prevention guidance to all students every school year.

If any employee has reason to believe, either by virtue of direct knowledge or a report from another person, that a person is in any danger of harming him/herself, that employee is to report the situation to the principal and/or counselor. If the person has threatened or has displayed alarming warning signals, appears to have a plan, or is in imminent danger and requires intervention, counselors will assess the situation and notify the student’s parent(s) or guardian. Consultation with School Based Mental Health and/or Mobile Assessment may be used as needed. Parents will be provided with referral sources and failure of parents to provide professional support may result in school officials reporting negligence to the DHS. Confidentiality shall be maintained throughout these procedures unless the safety of the student is at stake.

## **9. At-Risk Students and the School Dropout Program**

### **Dropout Prevention Plan**

Greenwood Schools have attempted to reduce the number of dropouts by identifying those students that have many of the characteristics of at-risk students and addressing the student’s individual needs. Counselors intervene with students who are at risk for dropping out of school to determine if there is a way to support them staying in school.

### **School District Level Tracking System for School Dropouts**

A school designee will notify the prosecuting attorney’s office when a student has not attended school for ten consecutive days without notification, and for whom a request for records has not been received from another district.

### **Exit Interview Process and Follow-Up Process**

As students leave Greenwood Schools, a school designee collects exit information and requires verification of the student’s on-going education.

### **At-Risk Definition**

At-risk children are those enrolled in school or eligible for enrollment whose progress toward graduation, school achievement, preparation for employment, and futures as productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are the children with special needs who are underserved, categorized, ignored, and unchallenged.

#### **Characteristics of Youth-At-Risk**

Characteristics of Youth-At-Risk may include, but are not limited to truancy/ excessive tardies, health issues, behavior issues, socio-economic issues, academic issues, and self-esteem issues.

#### **At-Risk Student Services**

Greenwood Schools has formed Student Success Teams, formerly RTI, to facilitate academic success. Greenwood Schools have implemented various strategies to prevent student failure and dropout. Strategies include but are not limited to:

- Enforcing attendance and truancy policies
- Fostering school climates that promote positive relationships
- Providing early identification and remediation of academic failures
- Providing special services as needed
- Providing homebound tutoring and instruction for students with long-term illnesses
- Establishing alternative programs
- May provide in-service training for teachers on working with at-risk students

#### **10. Follow-up with Graduates**

Greenwood School District follows-up with graduates through a Senior Exit Survey form completed prior to graduation and through data collected by the National Clearinghouse Student Tracker for High Schools.

### **B. INDIRECT SERVICES**

Indirect services are provided on behalf of a student, and are typically consultative, referral-based, or in the role of contributing member of a decision-making team.

#### **1. Consultation**

Consultation in school counseling programs occur on behalf of a student. Teachers use counselors as a resource, seeking consultation on specific student's problems and on general issues. A major part of the counselor's role is to collaborate with teachers and parents.

Typically, consultation involves:

- Interactions with parents, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom counseling guidance-curriculum

- Interpreting student information, such as results of standardized tests for students and team members
- Consulting regularly with other specialists (e.g., SBMH therapists, case managers, psychologists, representatives from community agencies)
- Assist parents in accessing services their child needs through school and community resources.

## **2. Referrals**

Counselors establish and maintain close working relationships with staff of 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 establish policies and procedures for interagency communication.

Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need may include:

- Identifying and assisting students and their parents with special needs by referring them to resources in and outside the school.
- Maintaining contacts with outside resources.
- Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines for parents, students, and colleagues. The United Way Community Resources Guide is utilized and the district sponsors a Parent Center to help families in need of food and personal hygiene items.
- Developing a student referral system and following up on referrals. Counselors refer students to School Based Mental Health services and provide information for local private mental health agencies.
- Refer students to the Alternative Learning Program as needed.
- Complete child maltreatment reports as needed.

## **3. Participate on Decision Making Teams**

Counselors serve as a contributing member of decision-making teams to provide feedback and intervention supports to students.

- Students with special needs Individual Education Plan meetings
- Student Success Team-formerly Response-to-Intervention to help low performing and at-risk students.
- Section 504 Accommodation plan meetings
- English Language Learners
- Parental Involvement
- Positive Behavioral Intervention Support
- Advanced Placement and Gifted and Talented
- Alternative Learning Program
- Leadership Meetings

- Professional Learning Communities

### **C. ADMINISTRATIVE ACTIVITIES**

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 contact days, engaging in administrative activities. The following is a list of counselor administrative activities:

High School/Freshman Center: English Language Learner testing administration, Advanced Placement testing coordinator/proctor, concurrent credit application program coordinator, ASVAB testing coordinator, PSAT testing coordinator, CAP-coordinate/plan-course scheduling process, Student Success Plan coordinator, ACT Aspire testing prep/proctor, and Junior ACT testing prep/proctor.

Junior High School: English Language Learner testing.

East Hills Middle School: English Language Learner testing.

East Pointe Elementary: Student Success Team (RTI) coordinator, Chair Counseling Meetings, Test Administrator/prep for ACT Aspire, NWEA MAP, ELPA 21, car pickup/drop off duty.

West Wood Elementary: English Language Learner testing, Student Success Team coordinator.

### **IV. ACCOUNTABILITY**

School counselors reflect on and evaluate the comprehensive counseling program to ensure they are meeting the needs of their students and are able to identify how their students have changed due to the interventions of the program. The following tools will be used to assess the Greenwood Public Schools' comprehensive school counseling program

- Use-of-Time calculator
- Surveys from parents, students, community members, and/or educators
- School counseling program self-assessment
- School counselor Teacher Excellence and Support System (TESS)
- School counselor reflections
- Review of goal setting action plan results

Sharing results of the data ensures that others are aware of and understand the process school counselors use to develop programs that support student success. The following

will be used to share the results and to determine changes/updates to the comprehensive school counseling program.

- Presentations (School, district, parents, other stakeholders)
- Handouts
- Inclusion in school improvement plan
- Data reports
- The following year's Comprehensive School Counseling Plan