**Jenkins-White Elementary**

**Comprehensive School Counseling Plan**

***2024-2025***



***Dr. Usry-Wilson, Principal***

***Jessica Harris, Asst. Principal***

***Chashawna Wesby, School Counselor***

[Richmond County School System 4](#_Toc399018552)

[Richmond County Beliefs: 4](#_Toc146918058)

[Richmond County School System Counseling Philosophy 4](#_Toc1192055463)

[The Richmond County School System Elementary School Counseling Program is: 4](#_Toc192462277)

[Richmond School Counseling Program Goals 5](#_Toc674250109)

[Why Elementary School Counselors? 6](#_Toc145010413)

[Elementary School Students’ Developmental Needs 6](#_Toc500194664)

[Meeting the Challenge 6](#_Toc1994355436)

[Elementary School Counselors Implement the Counseling Program by Providing: 7](#_Toc138478711)

[School Guidance Curriculum 7](#_Toc716135815)

[Individual Student Planning 7](#_Toc1470667649)

[Responsive Services 7](#_Toc785836445)

[System Support 7](#_Toc433738855)

[Elementary School Counselors Collaborate with: 8](#_Toc888509627)

[Parents 8](#_Toc2008253907)

[Teachers 8](#_Toc1647755079)

[Administrators 8](#_Toc1067974868)

[Students 8](#_Toc84674334)

[BRIEF SCHOOL DESCRIPTION OF JENKINS-WHITE 10](#_Toc284472527)

[JENKINS-WHITE VISION STATEMENT 10](#_Toc1979168064)

[JENKINS-WHITE MISSION STATEMENT 10](#_Toc477838662)

[JENKINS-WHITE SCHOOL COUNSELING PROGRAM 11](#_Toc227065657)

[Counseling Policies and Procedures 11](#_Toc621357978)

[Monthly focus 11](#_Toc1305282980)

[Group Counseling 12](#_Toc1928095608)

[Responsive Services 12](#_Toc1907421166)

[System Support: 12](#_Toc200967910)

[JENKINS-WHITE SCHOOL COUNSELING PROGRAM 14](#_Toc1435390662)

[VISION, MISSION, AND BELIEFS 14](#_Toc821338461)

[VISION 14](#_Toc896361375)

[MISSION 14](#_Toc473306344)

[BELIEFS 14](#_Toc827011792)

[JWES School Counseling Curriculum 14](#_Toc682615445)

[THEE JENKINS-WHITE 15](#_Toc38313618)

[Elementary School Counselor 15](#_Toc74341610)

[Timeline of Activities 15](#_Toc677376350)

[AUGUST 15](#_Toc380850302)

[SEPTEMBER 16](#_Toc796754167)

[OCTOBER 17](#_Toc257181306)

[NOVEMBER 17](#_Toc1364602885)

[DECEMBER 17](#_Toc1180075320)

[JANUARY 18](#_Toc220591050)

[FEBRUARY 18](#_Toc1812047346)

[MARCH 18](#_Toc1664111018)

[APRIL 19](#_Toc1096557665)

[MAY 19](#_Toc131889250)

[Calendar of Activities 21](#_Toc369266754)

[Annual Partnership Agreement 32](#_Toc150312596)

[Adopted from the American School Counselor Association 32](#_Toc2015458359)

[School Counseling Program Goals 32](#_Toc967408551)

[Advisory Council 33](#_Toc2028276558)

[Planning and Results Documents 33](#_Toc369571971)

[Professional Development 34](#_Toc1091838394)

# Richmond County School System

**Richmond County Vision Statement:** The Richmond County School System will provide an equitable education for all students to prepare them for life beyond the classroom.

**Richmond County Mission Statement**: The mission of the Richmond County School System is building a competitive school system that educates the whole child through teaching, learning, collaboration, and innovation.

**Richmond County Motto**: “Learning Today...Leading Tomorrow”

## Richmond County Beliefs:

* Every person can learn and has the right to a quality education.
* Students thrive in a positive climate and culture where they are respected, and all ideas are accepted.
* Effective communication is the key to understanding among people.
* Excellence in education is a collaborative effort and shared responsibility of the individual, home, school, and community.

# Richmond County School System Counseling Philosophy

## The Richmond County School System Elementary School Counseling Program is:

* child-centered
* a prevention/intervention support service
* designed to aid children in mastering developmental tasks which are essential for positive growth. (i.e. self-understanding, self-acceptance, interpersonal relations)
* accomplished through a focus on direct and indirect services including classroom lessons, group guidance, individual counseling and learning support
* focused on creating an atmosphere that is conductive for the child to reach his/her fullest potential emotionally, socially and academically
* designed to facilitate the ability of children to interact positively with their school environment and achieve academic success

# Richmond School Counseling Program Goals

The goals of the RCSS School Counseling program are:

1. To align each professional school counseling program with the American School Counselor Association (ASCA) National Model for Comprehensive School Counseling.

2. To effectively implement school counseling programs that promote overall school improvement in the areas of achievement, behavior, and attendance through the implementation of data-driven counseling interventions.

3. To promote the growth and development of all students in self-understanding, interpersonal relations, career exploration, decision-making, goal setting and problem-solving skills.

4. To assist students in understanding, monitoring and directing their academic progress and personal development.

5. To identify and address the immediate needs and concerns of students which impact academic progress through group counseling, individual counseling, consultation, providing information and referral.

6. To facilitate system support activities related to guidance and counseling involving program development, staff development, materials development, parent education, and community relations.

# **Why Elementary School Counselors?**

“Today’s young people are living in an exciting time, with an increasingly diverse society, new technologies and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders and citizens, every student needs support, guidance and opportunities during childhood, a time of rapid growth and change. Children face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement. – *“Toward a Blueprint for Youth: Making Positive Youth Development a National Priority,” U.S. Department of Health and Human Services*

Elementary school years set the tone for developing the knowledge, attitudes and skill necessary for children to become healthy, competent and confident learners. Through a comprehensive developmental school counseling program, school counselors work as a team with the school staff, parents and the community to create a caring climate and atmosphere. By providing education, prevention, early identification and intervention, school counselors can help all children achieve academic success. The professional elementary school counselor holds a master’s degree and required state certification in school counseling. Maintaining certification includes on-going professional development to stay current with education reform and challenges facing today’s students. Professional association membership enhances the school counselor’s knowledge and effectiveness.

# **Elementary School Students’ Developmental Needs**

The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services, which are integrated into all aspects of children’s lives. Early identification and intervention of children’s academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

# Meeting the Challenge

Elementary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today’s diverse student population. Elementary school counselors don’t work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve school success. Professional school counselors align with the school’s mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school counseling program. ASCA’s National Standards in the academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework For School Counseling Programs (ASCA, 2002), with its data-driven and results- 11 based focus, serves as a guide for today’s school counselor who is uniquely trained to implement this program.

# **Elementary School Counselors Implement the Counseling Program by Providing:**

## ***School Guidance Curriculum***

* Academic support, including organizational, study and test-taking skills
* Goal setting and decision-making
* Career awareness, exploration and planning
* Education on understanding self and others, peer relationships, coping strategies and effective social skills
* Communication, problem-solving and conflict resolution
* Substance abuse education
* Multicultural/diversity awareness Individual

## Individual Student Planning

* Academic planning
* Goal setting/decision- making
* Education on understanding of self, including strengths and weaknesses
* Transition plans

## ***Responsive Services***

* Individual and small-group counseling
* Individual/family/school crisis intervention
* Conflict resolution
* Consultation/collaboration
* Referrals

## System Support

* Professional development
* Consultation, collaboration and teaming
* Program management and operation

# **Elementary School Counselors Collaborate with:**

## **Parents**

* Parent education
* Communication/networking
* Academic planning
* College/career awareness programs
* One-on-one parent conferencing
* Interpretation of assessment results

# Teachers

* Classroom guidance activities
* Academic support, including learning style assessment and education to help students succeed academically
* Classroom speakers
* At-risk student identification and implementation of interventions to enhance success

# Administrators

* School climate
* Behavioral management plans
* School-wide needs assessments
* Student data and results
* Student assistance team building

# **Students**

* Peer education
* Peer support
* Academic support
* School climate
* Leadership development
* Community
* Job shadowing, service learning
* Crisis interventions
* Referrals
* Parenting classes
* Support groups
* Career education

\*\*These examples are not intended to be all-inclusive

# BRIEF SCHOOL DESCRIPTION OF JENKINS-WHITE

Jenkins-White Elementary School (JWES) is an accredited inner-city school located on the industrial outskirts of Augusta, Richmond County, Ga. It is located on 15th Avenue near the Medical College of Ga. & Paine College. Enrollment data reveals that JWES serves a low socio-economic student population compared to both the district and the state. JWES has a student population of approximately 435 students' pre-kindergarten to 5th grade that are supported by 63 faculty and staff members.

# JENKINS-WHITE VISION STATEMENT

To enhance student achievement by cultivating a safe and academically focused learning environment by collaborating with our students, staff, parents, and community.

# JENKINS-WHITE MISSION STATEMENT

To develop a positive and academically focused environment that meets the needs of the whole child through building relationships, collaboration, and support that cultivate life-long learners.

# JENKINS-WHITE SCHOOL COUNSELING PROGRAM

The Elementary Counseling Program is a prevention/intervention support service designed to aid children mastering developmental tasks which are essential for positive growth. Coping and decision-making skills are addressed thus, providing opportunities for growth in self-understanding, self-acceptance, and interpersonal relationships and intervening situations where students are experiencing difficulties to assist students in developing skills for life.

# Counseling Policies and Procedures

**Individual, Class, and Group Counseling sessions will address common issues as:**

* Building self-esteem
* Improving peer relations
* Improving communication skills
* Developing self-control
* Becoming a better student
* Coping with change
* Dealing with stress
* Overcoming fears
* Anger management
* Provide brief, solution focused individual counseling
* Encourage better student relationships

## Monthly focus

* Lesson focus: National events, school goals, and/or SEL targets.
* Newsletters of activities
* School counseling program planning
* Review of program effectiveness (data)
* Meeting calendar goals
* Developing activities that align with school goals
* Communicating with parents concerning supports
* Supporting teachers
* Attendance
* Identifying students that have the need for school counseling
* Mental health tidbits
* Maintain daily log
* Maintain student records
* Attend professional development courses
* Focus and coordinate monthly events
* Provide intentional individual sessions based on academic, behavior, and attendance

## Group Counseling

* Counseling Groups will be created through a needs assessment (Panaroma).

## Responsive Services

*Include individual counseling sessions or referral services that meet the immediate needs and concerns of the students. These services are immediate and therefore may take precedence over previously scheduled guidance/counseling activities. These services include but are not limited to:*

* **Consultation:** Counselors consult with parents or guardians, teachers, other educators and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
* **Individual and small-group counseling:** Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Individual and small-group counseling helps students identify problems, causes, alternative and possible consequences so they can take appropriate action. School counselors do not provide therapy. When necessary, referrals are made to appropriate community resources.
* **Crisis counseling:** Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency situation. Such counseling is normally short-term and temporary in nature. When necessary, referrals are made to appropriate community resources. School counselors can provide a leadership role in the district’s crisis intervention team process.
* **Referrals:** Counselors use referral sources to deal with crisis such as suicidal ideation, violence, abuse, depression, and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services and other social and community services.
* **Peer facilitation:** Many counselors train students as peer mediators, conflict managers, tutors and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others. In peer mediation, students are trained in a system to use with fellow students who are having trouble getting along with each other. Mentors and tutors provide additional support.

## System Support:

These services require counselors’ attendance of district and/or school level meetings which may take precedence over previously scheduled guidance/counseling activities.

* District and/or School level Counseling Meetings
* Professional Development
* In-service training
* Consultation, collaboration and teaming (grade level planning)
* Consultation (Parent conferences with principal or designee)
* Partnering with staff, parents, guardians, or community relations
* Community outreach
* Advisory councils
* District committees
* Program management and operations: This includes the planning and management tasks needed to support activities conducted in the school counseling program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

# JENKINS-WHITE SCHOOL COUNSELING PROGRAM

# VISION, MISSION, AND BELIEFS

## VISION

Students enrolled in THEE JENKINS-WHITE Elementary School's comprehensive school counseling program exhibit the academic knowledge and skills necessary to become lifelong learners, effective leaders, and responsible citizens. With the ability to showcase career and social/emotional skills critical for both short and long-term success, students from Jenkins-White Elementary School display the resilience and determination required to achieve success, collaborate with others, and realize their full potential.

## MISSION

THEE Jenkins-White school counseling program goal is to create an academically individualized, evidence-based, data-driven, and intervention-focused program that addresses the diverse needs of each student. The program aims to achieve this by nurturing relationships, promoting collaboration, and offering essential support to foster a love for lifelong learning in a changing society.

## BELIEFS

* Every student is unique & valuable.
* Every student can achieve academic success.
* Every student deserves the right to learn in a safe and supportive environment.
* Every student’s needs are to be considered when developing and implementing the school counseling program.
* Every student has the right to participate and benefit from the school counseling program designed to assist them in attaining their maximum potential in academic, career, and personal/social development.
* Every student has the right to make choices and accept responsibility for the choices made.

## JWES School Counseling Curriculum

Structured teachings that are delivered through 30-minute classroom lessons & small group counseling sessions once a month. Small group counseling sessions are held in the counseling office as needs arise. Students for small groups are referred by teachers, administrators, panorama, and/or parents.

Topics for school counseling curriculum include, but are not limited to:

* Self-Concept
* Communication Skills
* Peer Relationships
* Setting Goals
* Career Awareness
* Study Test-taking skills
* Choice making skills
* Personal Safety
* Diversity
* Hygiene
* Anger management
* Bullying
* Suicide Prevention (Jason Flat Act)
* Erin’s Law/Child Sexual Abuse Prevention
* Conflict Resolution Skills
* Academic Engagement

# THEE JENKINS-WHITE

## Elementary School Counselor

# Timeline of Activities

## AUGUST

* Assist with registration of new students
* Work on individual school counseling plans
* Develop and conduct a needs assessment for faculty
* Review and use school data collected from the previous year to plan guidance and counseling curriculum and create the closing achievement gap activities.
* Work with teachers to plan and schedule classroom lessons for the year (Academic, Career and Personal/Social domains)
* Develop a tentative calendar of other specific school counseling activities for the school year.
* Review and get trained on classroom school counseling lessons:
* Identify a character word or trait of the week or month (viewable on website)
* Ensure delivery of student records to the students’ new school, after test results have been placed in the record

## SEPTEMBER

* Organize a Counseling Advisory Committee (including representatives from faculty and community)
* Work on individual school counseling plans
* Meet with principal to communicate goals for counseling program.
* SEL program activity's structure
* Develop and present a Professional School Counselor Program and a Plan of Action to the Advisory Committee, elementary school administrators, teachers, and parents that include HB 186 legislation implementation to highlight counseling, career awareness/development, and advisement services
* Meet with the administration and faculty to inform them of
* the services available through the school counseling office
* the school counseling plans and objectives
* The dept. referral processes
* the use of the permanent record folders
* the elementary career cluster activities included in guidance and counseling and discuss implementation strategies using the following link: [Elementary CTAE Standards (gadoe.org)](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Elementary-CTAE-Standards.aspx) (Coordinate with teachers and administration about how some of these lessons might be taught in the regular classroom setting.)
* Provide information to parents/guardians regarding the required Elementary Career Cluster Activities using the following link:[Elementary CTAE Standards (gadoe.org)](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Elementary-CTAE-Standards.aspx)
* Conduct individual and group counseling or counseling sessions
* Serve as a teacher consultant
* Schedule and attend parent conferences
* Conduct classroom counseling lessons
* Conduct elementary classroom career cluster activities
* Begin to identify students with special needs for counseling and group guidance
* Maintain daily log
* Turn in Comprehensive School Counseling Plan to Student Services
* Maintain and publish monthly Guidance Calendar (share with teachers, administration, etc.)
* Assist with implementation of Teachers-As-Advisor (TAA) sessions
* Join Georgia School Counselors Association
* Request referrals for small groups
* Maintain student records

## OCTOBER

* Conduct individual and group counseling sessions
* Conduct classroom school counseling lessons/Monique Burr/Sanford Harmony/SEL
* Schedule and attend parent conferences
* Serve as a teacher consultant
* Set up schedule and attend Advisory Committee meeting
* Attend Professional Learning activities planned for counselors
* Keep daily log
* Maintain and publish monthly Guidance Calendar
* Assist with implementation of TAA sessions
* Identify and counsel students who had failing grades during the first nine weeks
* Assist with/coordinate Red Ribbon Week Activities
* Assist with/coordinate National Bullying Prevention Month Activities

## NOVEMBER

* Conduct group counseling sessions
* Provide individual intentional counseling sessions to students as needed based on academic, behavior, and attendance data
* Conduct elementary career cluster activities
* Provide classroom school counseling sessions on soft skill topics, such as teamwork, courtesy, punctuality, neatness, and how these qualities reflect employability traits.
* Conduct classroom school counseling lessons/Monique Burr/Sanford Harmony/SEL/Life skills
* Schedule parent conferences
* Serve as teacher consultant
* Assist with implementation of TAA sessions
* Attend Georgia School Counselor Association Fall Conference
* Keep daily log
* Maintain monthly Guidance Calendar

## DECEMBER

* Conduct individual and group counseling sessions
* Conduct classroom school counseling (Conflict Resolution) sessions.
* Schedule parent conferences
* Begin preparing for transitions
* Conduct a meeting with the 6th grade counselor(s) at the feeder schools to discuss and plan transition activities.
* Prepare a parent newsletter regarding dates for parent transition plans and meetings.
* Identify and counsel students who had failing grades during the second nine weeks
* Provide resources for students who have the “holiday blues”
* Serve as a teacher consultant
* Assist with implementation of TAA sessions
* Develop intentional guidance/counseling sessions for students who are exhibiting at-risk behaviors.
* Conduct elementary career cluster activities
* Attend county-wide counselors meeting
* Keep daily log
* Maintain and publish monthly Guidance Calendar
* Begin planning for National School Counselor’s Week

## JANUARY

* Conduct individual and group counseling sessions
* Identify and counsel students who had failing grades during the second nine weeks
* Conduct a 5th Grade Parent Night or Day Activity to meet 6th teachers, counselors, and administrators from the feeder schools.
* Conduct a meeting with the elementary counselor (s) and the 6th grade counselor(s) at the feeder schools to plan transition activities for the current 5th grade students.
* Conduct elementary career cluster activities
* Conduct classroom school counseling sessions
* Schedule parent conferences
* Serve as a teacher consultant
* Assist with implementation of TAA sessions
* Conduct Guidance Advisory Committee meeting
* Attend Professional Learning activities planned for school counselors
* Keep daily log
* Maintain and publish monthly Guidance Calendar
* Prepare for National School Counselor’s Week

## FEBRUARY

* Celebrate National School Counseling Week!
* Conduct individual and group counseling sessions
* Conduct classroom school counseling lessons
* Conduct elementary career cluster activities
* Conduct classroom guidance to 5th graders on middle school expectations, grading scale, learning expectations, dress code rules, and general student transition concerns
* Bullying Prevention Awareness campaign
* Schedule parent conferences
* Serve as a teacher consultant
* Provide intervention services for students who are exhibiting at- risk behaviors.
* Assist with implementation of TAA sessions
* Conduct Guidance Advisory Committee meeting
* Attend Professional Learning Activities planned for school counselors
* Keep daily log
* Maintain and publish monthly Guidance Calendar

## MARCH

* Conduct individual and group counseling sessions
* Conduct classroom school counseling lessons
* Conduct parent conferences
* Conduct teacher consultation
* Provide test preparation information to elementary parents and students.
* Conduct elementary career cluster activities
* Include a section in a parent newsletter on transition plans for the rest of the year.
* Have 5th grade students correspond with 6th grade students asking questions regarding middle school.
* Have the 6th grade counselors write a section in a parent newsletter about the increased level of responsibility for work, behavior, and the expectations of current career development legislation.
* Meet with special education teachers to discuss transition strategies for students who have Individual Education Plan (IEP’s).
* Meet with middle school representatives to plan for orientation for all rising middle school students including special education students
* Keep daily log
* Assist with implementation of TAA sessions

## APRIL

* Conduct individual and group counseling sessions
* Conduct classroom school counseling lessons
* Conduct registration for 5th grade students with 6th grade counselors.
* Coordinate with 6th grade counselors for 5th grade students to visit their respective feeder middle schools.
* Provide intervention services for at- risk students and verify that they have a transition plan
* Meet with the special education teachers to discuss transition strategies for students who have Individual Education plans (IEP’s).
* Conduct parent conferences
* Serve as a teacher consultant
* Assist with implementation of TAA sessions
* Keep daily log
* Maintain and publish monthly Guidance Calendar

## MAY

* Conduct individual and group counseling sessions
* Conduct classroom school counseling (Career Awareness) sessions
* Schedule parent conferences
* Serve as a teacher consultant
* Assist with implementation of TAA sessions
* Counsel with students who are failing concerning summer school and/or retest options
* Keep daily log
* Maintain and publish monthly Guidance Calendar
* Assist with the checking of permanent record cards for accuracy and completeness
* Assist with the Advisory Committee developing plan and priorities going forward
* Update student records
* Complete preparation for last day of school
* Meet with school administrator (s) to review and evaluate the school counseling program.
* Conclude any residual test taking responsibilities.
* Evaluate the post school counseling and counseling intervention strategies to assess impact on student achievement.
* Verify all transition records have been prepared and/or sent to new feeder schools.
* Provide resources for parents of students who are moving

# Calendar of Activities

|  |  |  |  |
| --- | --- | --- | --- |
| AUGUST |  |  |  |
| SCHOOL COUNSELING CURRICULUM | INDIVIDUAL STUDENT PLANNING | RESPONSIVE SERVICES | System Support |
| Review Sanford Harmony lessons  Review Monique Burr  Review School Improvement Plan & Comprehensive Needs Assessment  Organize timeline and calendar of events  Review Teacher needs assessment  Establish career activity calendar | Speak with students on a must need basis  Student Council | Teacher needs assessments  Parent conferences  Character word of the month-RESPECT  Individual Counseling/Small Group counseling  Newsletters  Update website | Open House  Record Keeping  Faculty Meetings  Counselor District Meetings  Professional Development  Registration  Title IX  Hospital Homebound Services  PBIS |

|  |  |  |  |
| --- | --- | --- | --- |
| SEPTEMBER |  |  |  |
| SCHOOL COUNSELING CURRICULUM | INDIVIDUAL STUDENT PLANNING | RESPONSIVE SERVICES | System Support |
| Introduction of the School Counseling Dept.  Responsibilities of a school counselor; when to see your school counselor  SEL Lessons/Sanford Harmony- Building Community  Self-Control  Career cluster activities  Study skills | Identifying students with low benchmark assessments & attendance issues (instructional coach)  Work with reading coach in understanding student weaknesses in reading  Prepare for Red Ribbon Week  Student Council | Individual Counseling    Character word of the month-SELF-CONTROL  Teacher-Parent Conferences  Contact outside agency resources as needed  Work with social worker & attendance teams  Toys for Tots planning  Referral Services  Newsletters  Update Website | Faculty Meetings  Professional Development  Record Management  Establish advisory board  Record keeping  PBIS |

|  |  |  |  |
| --- | --- | --- | --- |
| October-  Anti-Bullying Month |  |  |  |
| SCHOOL COUNSELING CURRICULUM | INDIVIDUAL STUDENT PLANNING | RESPONSIVE SERVICES | System Support |
| SEL Lessons/Sanford Harmony- Building Community  Red Ribbon Week  National Bullying Prevention Month Activities  Study skills | Identifying students with low benchmark assessments  Identify the need & students of small group counseling  Data meeting per grade level (instructional coach)  Student Council | Individual Counseling    Character word of the month-KINDNESS  Teacher-Parent Conferences  Work with social worker & attendance teams  Toys for tots planning  Newsletters  Update website | Faculty Meetings  Professional Development  Record Management  PBIS  Advisory board check ins |

|  |  |  |  |
| --- | --- | --- | --- |
| November  Thanksgiving |  |  |  |
| SCHOOL COUNSELING CURRICULUM | INDIVIDUAL STUDENT PLANNING | RESPONSIVE SERVICES | System Support |
| Learning skills in handling bullying  Conflict Resolution  Learning and expressing gratitude  Career Month  Respecting personal space  Small group sessions  Study Skills  SEL Lessons/Sanford Harmony- Building Community  Career Cluster Activities | Data meeting per grade level (instructional coach)  Continue to identify and assist at-risk students  Student Council | Individual counseling (attendance, academic, behavior)  Character Word of the Month- Mindfulness  Teacher-Parent conferences  Contact outside agencies as needed  Work with social worker & attendance teams  Toys for tots planning  Newsletters  Update website |  |

|  |  |  |  |
| --- | --- | --- | --- |
| December |  |  |  |
| SCHOOL COUNSELING CURRICULUM | INDIVIDUAL STUDENT PLANNING | RESPONSIVE SERVICES | System Support |
| Learning and expressing generosity  Conflict Resolution  Recognizing and appreciating cultural and ethnic diversity  Small group sessions  SEL Lessons/Sanford Harmony- Building Community  Study skills  Begin preparing for 6th grade transitions – plan transition activities  Carrer cluster activities  Planning for National School Counseling Week | Review school counseling data  Student Council  Identify and counsel students who had failing grades during the second nine weeks  Develop intentional counseling sessions for students exhibiting at risk behaviors | Individual counseling  Character Word of the Month- FAMILY  Teacher-Parent Conferences  Contact outside agencies as needed  Work with social worker and attendance team  Toys for tots  Newsletters  Update website  “Holiday blues” resources | Faculty Meetings  Professional Development  Christmas giving  PBIS  Record Keeping  Advisory Board Check ins |

|  |  |  |  |
| --- | --- | --- | --- |
| January |  |  |  |
| SCHOOL COUNSELING CURRICULUM | INDIVIDUAL STUDENT PLANNING | RESPONSIVE SERVICES | System Support |
| Goal Setting  Career exploration  Learning Styles and career awareness  Monique Burr  Career Awareness  Conduct a 5th grade parent night/day activity to meet 6th grade counselors at the feeder schools to plan tranisition activities for 5th grade students  Career cluster activities  Plan for National School Counselors’ Week | Data meeting per grade level (instructional coach)  Continue to identify at risk students  Identify more areas of need & students for small group counseling    Student Council | Individual counseling  Character word of the month: Growth mindset  Teacher-Parent conferences  Contact outside agencies as needed  Work with social worker and attendance team  Newsletters  Update website | Faculty meetings  Professional development  School Counseling Advisory meetings  PBIS  Record Keeping  Advisory board check in |

|  |  |  |  |
| --- | --- | --- | --- |
| February |  |  |  |
| SCHOOL COUNSELING CURRICULUM | INDIVIDUAL STUDENT PLANNING | RESPONSIVE SERVICES | System Support |
| Working cooperatively as a team  Bullying Prevention Awareness campaign  Career exploration-cluster activities  Test-taking skills  Small group counseling sessions  Monique Burr  Celebrate National School Counseling Week  Conduct classroom guidance to 5th graders on middle school expectations, grading scale, learning expectations, dress code rules, and general student transition concerns | Continue to identify and assist at-risk students  Career exploration  Peer mentoring  Student Council | Individual Counseling  Character Word of the Month: Diversity and Inclusion  Teacher-Parent Conferences  Contact outside agencies  Work with social worker and attendance team  Newsletters  Update website | Faculty Meetings  Professional development  PBIS  Record Keeping  Advisory Team meeting |

|  |  |  |  |
| --- | --- | --- | --- |
| March |  |  |  |
| SCHOOL COUNSELING CURRICULUM | INDIVIDUAL STUDENT PLANNING | RESPONSIVE SERVICES | System Support |
| Career Day  Test-taking skills  Personal Safety  Small group counseling  Career cluster activities  5ht grade coordination with letters to 6th grade students asking questions regarding middle school  Meeting with middle school reps to plan for orientation for rising middle school students including SPED  SPED teachers –transitional meeting (IEPs) | Data meeting per grade level (instructional coach)  Continue to identify at-risk students  Peer Mentoring  Student Council | Individual counseling  Character word of the month: Self Esteem  Teacher-Parent Conferences  Contact outside agencies as needed  Work with social worker and attendance team  Teacher consultations  Newsletters (transitional plans- 6th grade counselors write a section in a parent newsletter about the increased level of responsibility for work, behavior, and the expectations of current career development legislation)  Update website | Faculty Meetings  Professional development  PBIS  Record Keeping  Advisory Team meeting |

|  |  |  |  |
| --- | --- | --- | --- |
| April |  |  |  |
| SCHOOL COUNSELING CURRICULUM | INDIVIDUAL STUDENT PLANNING | RESPONSIVE SERVICES | System Support |
| Test-taking skills  School success and hard work  Small group sessions  Transition activities for the next grade level  6th grade transition activities  Registration with 6th grade counselors for rising middle schoolers  Coordinate middle school visit for 5th graders  Meet with SPED instructors to discuss transition strategies for students with IEPs | Peer Mentoring  Student Council  Intervention services for at risk students-transition plan | Individual counseling  Character word of the month: Friendship  Teacher-Parent Conferences  Contact outside agencies as needed  Work with social worker and attendance team  Newsletters  Update website | Faculty Meetings  Professional development  PBIS  Record Keeping |

|  |  |  |  |
| --- | --- | --- | --- |
| May |  |  |  |
| SCHOOL COUNSELING CURRICULUM | INDIVIDUAL STUDENT PLANNING | RESPONSIVE SERVICES | System Support |
| Test Prep  Summer Prep  Career awareness  Prepare for last day of school  Meet with school admin to review and evaluate school counseling plan  Evaluate the post school counseling and counseling intervention strategies to assess impact on student achievement. | End of the Year  Awards  Counsel with students who are failing concerning retesting options | Individual counseling  Character word of the month: Conflict Resolution  Teacher-Parent Conferences  Contact outside agencies as needed  Work with social worker and attendance team  Resources for students and parents who are moving | Faculty Meetings  Professional development  PBIS  Record Management  Advisory Meeting for future goals |

**SMALL GROUP ACTION PLAN**

**THEE Jenkins-White**

**School Counselor: Chashawna Wesby-Hankerson**

**Target Group and data used to identify students**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Small Group Objective/Goal | ASCA Mindset and /or competency | Resources Needed | Projected Start.End | Process Data | Evaluation (results)  Perception Data (attitudes, skills, and knowledge to be impacted) | Outcome Data (achievement, attendance, and/or behavior data to be collected) |
| PreK | Students will understand personal accomplishments and the need to get along with classmates | M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed | Discipline & Data | Sept -May | About 40 | Pre and post survey | Behavior incidents and discipline referrals |
| K-5 | Students will show pride in their work, communicate effectively with their peers and instructors. | M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes | Discipline and data | Sept-May | About 150 | Pre and post survey | Behavior incidents, test data, and discipline referrals |

# Annual Partnership Agreement

## Adopted from the American School Counselor Association

School Counselor *Chashawna Wesby-Hankerson* Year *2024-2025*

*School Counseling Program Mission Statement THEE Jenkins-White school counseling program goal is to create an academically individualized, evidence-based, data-driven, and intervention-focused program that addresses the diverse needs of each student. The program aims to achieve this by nurturing relationships, promoting collaboration, and offering essential support to foster a love for lifelong learning in a changing society.*

## School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements

1 *The school counseling department will focus on helping to decrease conflict among students by 2% through social and emotional learning (SEL) lessons, small group and individual counseling, and establishing peer mediation groups. This goal aligns with last year’s goal, which was to have at least 5% of our students respond to tiered intervention supports for behavior and SEL, as evidenced by office referrals and spotlight data analysis.*

2 *The school counseling dept. will focus on assisting students with study skills and test taking strategies by 1%. This goal aligns with last year’s goal to increase Ga. Milestones Assessment by 3%.*

3 *The school counseling dept. will focus on identifying and supporting at-risk students and giving them the best guidance possible. I will proactively reach out to them and their families. I will also set up meetings with them once a month or more if necessary lasting no more than 30 mins. each.*

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program.

**Direct Services to Students**

16% of time delivering direct school counseling core curriculum per month (30 mins. per classroom out of 20 classes-160 hrs. per month)

*Provides developmental curriculum content in a systematic way to all students*

8 % of time with individual student planning in a 4-5 month range and 800-hour time allotment (15 mins. per 4 students a day-20 hours per month (341 USHA enrollment count) 4-5 months for each individual student)

*Assists students in the development of educational, career and personal plans*

26% of time with responsive services (assist as needed within the individual counseling sessions)

*Addresses the immediate concerns of students Indirect Services for Students*

**Indirect Services to Students (within an 8-hour school day)**

25% of time providing referrals, consultation and collaboration (2 hours a day)

*Interacts with others to provide support for student achievement*

Program Planning and School Support

20-25% of time with foundation, management and accountability and school support (2 hours or less in a day if needed)

*Includes planning and evaluating the school counseling program and school support activities*

## **Advisory Council**

The school counseling advisory council will meet on the following dates.

25th of each month when school is open

## **Planning and Results Documents**

The following documents have been developed for the school counseling program.

X Annual Calendar

X Closing-the-Gap Action Plans (template included to measure the goals)

X Curriculum Action Plan

\_\_ Results Reports (from last year’s action plans)

X Small-Group Action Plan

## Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

GSCA/ASCA conference, Counseling Webinars

Professional Collaboration and Responsibilities

A. School Counseling Team Meetings Monthly

B. Administration/School Counseling Meetings Monthly

C. Student Support Team Meetings Weekly

D. Department Chair Meetings As Needed

E. School Improvement Team Meetings As Needed

F. District School Counseling Meetings Monthly

G. (Other)

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from 9am to 4pm

My hours will be from 9am to 4pm (if flexible scheduling is used)

School Counselor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_