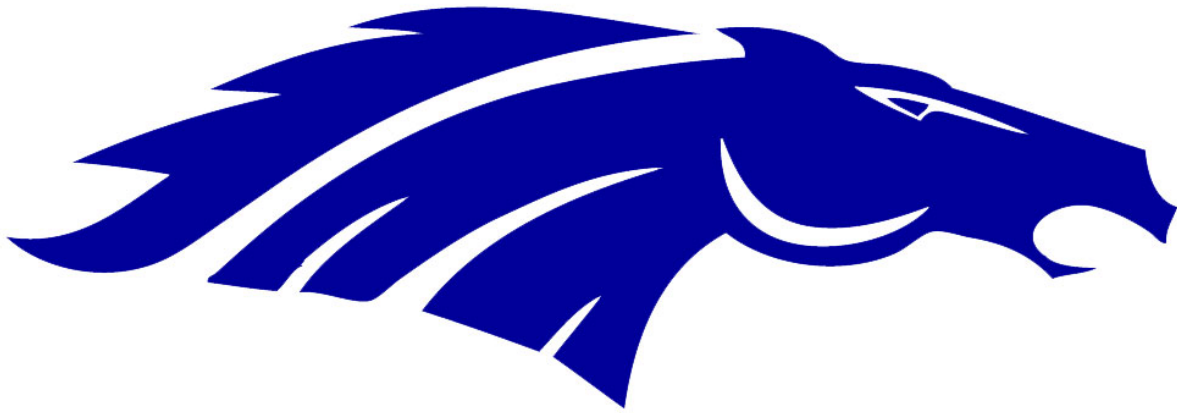


Forrest City Junior High School & Sixth
Grade Academy
Student Support Plan

Forrest City School District



2018 – 2019
(Work in Progress)

Mission Statement

The Forrest City School District Comprehensive School Guidance Program for the Forrest City Junior High School and Sixth Grade Academy empowers all of our students to acquire skills in the domains set up by the American School Counselor Association. These domains are personal and social, academic, and career. In order to help students acquire these skills, the school, along with community stakeholders, parents and guardians, school and district staff, and especially the students will work together to accomplish these skills.

Philosophy

It is the philosophy of the Forrest City Junior High and Sixth Grade Academy that all students are capable of learning and can be successful with the right tools. We also believe that all students should have equal access to all services whether academic or social. With that in mind, the Forrest City Junior High School and Sixth Grade Academy, through the counseling department, will provide support to the whole student not only with intellectual and physical development, but also moral, emotional, and social development.

Because society is changing rapidly, it is imperative for schools and the communities to provide an awareness of the changes and opportunities that are available. This can best be provided to our students through a comprehensive counseling program as a whole as well as catering to the individual needs of each student. The counseling program is an important part of the learning process as we prepare our students to be contributing members of society.

Program Components

The guidance program components organize the work of the school counselors in direct and indirect services to the student body. The school district will adhere to ACA 6-18-1005(b) and allow school counselors to provide direct counseling services 75% of work time each month. This time will allow school counselors to support our students in four areas: (1) Guidance Curriculum; (2) Individual Planning; (3) Responsive Services; and (4) System Support.

Guidance Curriculum will focus on decision-making, career preparation, self-awareness, and study skills.

Individual Planning includes counseling activities to help all students plan, monitor, and manage their learning and additionally will focus on career and personal development.

Responsive Services will include, but is not limited to, personal counseling, crisis counseling, and referrals to outside agencies.

System Support includes activities to maintain and improve the overall counseling program. Activities can be (1) Professional Development – Counselors will provide information they have received at conferences and trainings to other school staff whether individually or as a school; (2) Staff and Community Relations – Counselors will strive to work with community stakeholders and organizations to meet needs of students and their families; and (3) Consultation

with Staff and Parents/Guardians – Counselors will be available to consult with school staff and parent/guardians about students.

Domains and Goals

Goal 1: To help students in the growth process in personal and social, educational, and career development.

A. Personal and Social Development

1. Students will acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others.
 - (a) Acquire self-knowledge
 - (b) Acquire interpersonal skills
2. Students will make decisions, set goals, and take necessary action to achieve goals.
 - (a) Self-knowledge application
3. Students will understand safety and survival skills.
 - (a) Acquire personal safety skills

B. Academic Development

1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
 - (a) Improve academic self-concept
 - (b) Acquire skills for improving learning
 - (c) Achieve school success
2. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
 - (a) Improve learning
 - (b) Plan to achieve goals
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.
 - (a) Relate school to life experiences

C. Career Development

1. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
 - (a) Develop career awareness
 - (b) Develop employment readiness
2. Students will employ strategies to achieve future career goals with success and satisfaction.
 - (a) Acquire career information
 - (b) Identify career goals

3. Students will understand the relationship between personal qualities, education, training and the world of work.
 - (a) Acquire knowledge to achieve career goals
 - (b) Apply skills to achieve career goals

Goal 2: To assist students to appropriately cope with crisis situations through the acquisition of effective problem solving.

- A. The counselor will help student to understand alternative ways to deal with certain problems.
- B. The counselor will help students determine and enact those appropriate solutions to these problems.

Goal 3: To assist the school staff in its efforts to promote the development growth of students.

- A. The counselor will assist school staff by promoting a positive learning atmosphere and an understanding of the school personnel's roles in the guidance program.
- B. The counselor will improve their skills through consultation with staff and staff development.
- C. The counselor will encourage the recognition and promote effective skills in the teacher-learning process.

Goal 4: To assist the family in its efforts to understand the developmental growth of children.

- A. The counselor will promote effective communication between the parents, staff, and children.
- B. The counselor will enhance parenting skills in order to promote positive personal/social, academic and career development of children.

Delivery

Guidance Curriculum	
Criteria	Implementation
1. Guidance curriculum for all three domains has been written and adopted based on local site needs.	The Advisory Committee will meet to review curriculum and make necessary changes. A needs assessment will be done for each child. (Appendix A)
2. Students receive, in a systematic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career, and personal/social development.	Curriculum will focus on all learning styles for all students in each domain. Any special needs requirements will also be taken into consideration (special education and gifted & talented).
3. Content is measurable.	A minimum of two standards will be addressed in each lesson/unit with an appropriate assessment piece to evaluate effectiveness of lesson.
4. Materials, equipment and facilities are available to support the program delivery.	Counselors will organize needed materials for the curriculum.
5. Effectiveness of curriculum is evaluated annually.	Counselor will develop a pre/post assessment for each lesson or unit which is compatible with curriculum and student outcomes. Results will be reviewed to make necessary changes as needed.
Individual Student Planning	
Criteria	Implementation
1. There is a systematic approach to helping students understand themselves through interpretation of standardized and individual tests.	Individual sessions between the student, counselor, and the parent/guardian will be held after each interim assessment to discuss and explain test results.
2. A tool exists at the secondary level to assist students in making appropriate educational plans.	The Smart Core Informed Consent Form will be available for students entering 7 th grade during their 6 th grade year in order to set educational goals. This form will be revisited prior to entering the 9 th grade. (Appendix B)
3. Individual student planning includes: individual appraisal, individual assessment and appropriate student placement.	Counselors will meet with each student and parent/guardian to review assessments and discuss student placement in coordination with the district's special education department and gifted & talented department if applicable.
4. Accurate, appropriate and effective printed material is distributed to support the planning efforts of students and their parents	Brochures will be available to parents in the counselor's office and the school's parent center. Monthly newsletters from the counselor's office will be sent home.
Responsive Services	
Criteria	Implementation
1. Students are assisted in solving immediate problems that interfere with their academic, career, and person/social development.	Counselors will be available at all times throughout the school day as well as 30 minutes before and after school.
2. There is a systematic and consistent provision for the referral of students who exhibit barriers to learning.	All students who have needs beyond the scope of the counselors will be referred to other agencies. (Appendix C)
3. Responsive services include: <ul style="list-style-type: none"> • Individual and small-group counseling • Crisis counseling • Peer facilitation • Consultation/collaboration 	Counselors will provide services to individuals and small groups. Crisis counseling and referrals will be done in collaboration with outside sources. Services will be provided to all students and parents/guardians.

<ul style="list-style-type: none"> Referral System 	
4. A system is in place to ensure intervention for identified students.	Counselors, building administrators, and identified staff will adhere to crisis plan
System Support	
Criteria	Implementation
1. Counselors provide professional development to staff regarding the school counseling program	Counselors will provide a minimum of two professional development sessions per year for all building staff about counseling program.
2. Counselors participate in professional development activities.	Counselors will participate in either the ASCA or ArSCA conference per year as well as any additional, meaningful workshops.

Management System

Forrest City Junior High School & Sixth Grade Academy Counseling Management Agreement

Counselor and Building Administrator Agreement

School Year _____

Counselor _____

Building Administrator _____

The above named counselor will spend the following amount of time in the areas listed:

- _____ Delivering guidance curriculum
- _____ Being available for individual student planning
- _____ Being available for responsive services
- _____ Being available for support services

Program Delivery

1. Classroom lessons will be done in each domain as needed per student needs with no more than 3 per day and 10 per week per ACA 6-18-1005 (a)(1)(L).
2. Provide collaboration and consultation as well as professional development, if needed, to building staff and parents/guardians on the following:
 - Suicide awareness
 - Sexual abuse awareness
 - Careers
 - Bullying prevention
 - Others as needed
3. Meet as needed with Advisory Committee.
4. Meet monthly with building parent facilitator.
5. Coordinate a yearly "Career Day".
6. Provide orientation to incoming 6th graders at the beginning of each school year.
7. Work with the high school counselors to develop a high school program of study for 8th graders
8. Work with newly enrolled students once the school year has started on course selection as well as making them feel at-ease.
9. Interpret interim and summative data for students, teachers, building administrators, and parents/guardians.
10. Act as an advocate for individuals and groups of students when system decisions are made.

Professional Development

1. Counselor will participate in weekly PLC meetings in collaboration with building administrator or their designee to keep school staff abreast of counseling programs.
2. Counselor will attend ASCA or ArSCA conference yearly.
3. Counselor will attend meaningful workshop or professional development when possible.

Working Hours

Counselor will be available Monday – Friday from 7:50 – 3:40 for students, staff, and parents/guardians. Counselor will be given a lunch break of 30 minutes.

Counselor’s signature _____

Building administrator’s signature _____

Date signed _____

Student Monitoring

Student data will be collected throughout the school year to monitor the effectiveness of the program. Data may include, but is not limited to anecdotal records, formal and informal assessments, or self-assessment Likert Scales by students. Assessments will be on the ASCA National Standards for Students.

Records will be kept on individual or small-group sessions conducted by the school counselors.

Academic achievement data will include interim and quarterly report cards, classroom assessments, and interim assessments.

Calendar

Proposed Yearly Guidance Calendar

AUGUST

New student registration
6th grade orientation
Scheduling (prior to registration)
Professional development

SEPTEMBER

Begin classroom counseling sessions
STAR Testing

OCTOBER

Interim 1 assessment
Red Ribbon Week

NOVEMBER

School wide program on bullying
Military Family Month

DECEMBER

Professional development

JANUARY

Career Day
Interim 2 assessment

FEBRUARY

National School Counselor's Week
National Job Shadow Day

MARCH

Interim 3 assessment

APRIL

Summative assessments

MAY

5th grade visits school
8th grade visits high school
STAR Testing

Division of Counselor's Time

In order to meet the needs of the students at Forrest City Junior High and Sixth Grade Academy, the school counselors' availability is of utmost importance. With that in mind, the Forrest City Junior High School and Sixth Grade Academy Counseling Department will be available at a minimum 75% of work time during the school week for direct student services. The remaining 25% will be for administrative activities.

Direct Student Services (75% of work week)

1. Individual Counseling
2. Small Group Counseling
3. Classroom Guidance
4. Orientation for new students
5. Conferences pertaining directly to students
6. Consultation with parents/guardians
7. Consultation with teachers
8. Consultation with building administrators
9. Scheduling
10. Coordinator for student programs

Administrative Services (25% of work week)

1. Counselor meetings
2. Service on school committees
3. Record keeping of required reports from counseling department (weekly, monthly, yearly)
4. Assessment team meeting
5. Lesson planning
6. Professional development

Accountability

A yearly assessment will be done to determine the effectiveness of the school counseling program. The School Psychological Counseling and Guidance Services Assessment Form will be completed by the school counselors.

Counselors and building administrators will evaluate the counseling program using The Arkansas Model Program Audit.

Students will be asked to evaluate the counselors using the Forrest City Junior High & Sixth Grade Academy Guidance Counselor Evaluation (Appendix D).

Results from all accountability will be submitted to the Deputy Superintendent.

In addition to the above assessments, the school counselors will be evaluated using the TESS model. Building administrators will share the results of TESS with the school counselor.

Advisory Council

Purpose

The purpose of the Forrest City Junior High School & Sixth Grade Academy Advisory Council is to provide support to the counseling department in planning, implementing, and evaluating a comprehensive counseling program. The committee will be a liaison to the students, parents/guardians, administration, and community groups which are served by the counseling department.

Formation

1. One parent/guardian from each grade chosen by the counselors(3)
2. One student from each grade chosen by the students of each grade(3)
3. One teacher from each grade chosen by the teachers of each grade(3)
4. School counselors (2)
5. Building administrator (1)
6. Community stakeholders (1 from business community, 1 from faith-based community) chosen by the superintendent
7. School parental involvement facilitator (1)

Responsibilities

The primary responsibilities of the committee are:

- Approving a needs assessment tool
- Approving goals and objectives for the program using results from the needs assessment tool
- Meet with counseling department periodically throughout the year (at least once a quarter) to review the program
- Offer recommendations for improvements
- Be advocates for funding for counseling department for programs

Benefits

- Provides an opportunity for dialogue between school and community
- Allows input about possible changes in program
- Allows opportunity to increase participation of parents in counseling program
- Can be public relations for counseling department to the community

Minutes will be kept of all meetings which will be filed in the counselor's office.

APPENDIX A

Forrest City Junior High School & Sixth Grade Academy Needs Assessment Survey

Instructions: Read each sentence and rate each statement on a scale from 1 to 4.

1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree
1. I would like to know more about self-esteem issues. 1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree
2. I know all I want to know about self-esteem issues. 1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree
3. I always treat others with respect. 1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree
4. I feel good about myself. 1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree
5. I understand and get along with my peers. 1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree
6. I don't feel comfortable in a group. 1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree
7. I would like to make new friends. 1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree
8. I don't like meeting different people. 1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree
9. I have no problem saying what I feel. 1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree
10. I would like to be more assertive. 1: Strongly Disagree	2: Disagree	3: Agree	4: Strongly Agree

APPENDIX B
SMART CORE INFORMED CONSENT FORM

Name of Student: _____

Name of Parent/Guardian: _____

Name of District: _____

Name of School: _____

Smart Core is Arkansas's college- and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college and career-readiness. All students should supplement additional rigorous coursework within their career focus.

Parents or guardians may waive the right for a student to participate in Smart Core and instead to participate in the Core curriculum. The parent must sign the separate Smart Core Waiver Form to do so.

SMART CORE CURRICULUM

English – 4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade or Transitional English 12

Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science*) At least one MATH unit must be taken in Grade 11 or Grade 12.

- Algebra I (or Algebra A & Algebra B - Grades 7-8 or 8-9)
- Geometry (or Geometry A & Geometry B - Grades 8-9 or 9-10)
- Algebra II
- fourth math as approved by ADE or approved *Computer Science

Science – 3 units with lab experience (or 2 units with lab experience and 1 unit of Computer Science*)

- Biology – 1 unit (Biology, IB Biology, ADE Approved Biology, ADE Approved Biology Honors, AP Biology or Concurrent Credit Biology.)
- Physical Science, Chemistry, Physics, or approved *Computer Science – 2 units; a maximum of 1 computer science credit may count for this requirement

Social Studies – 3 units

- Civics - ½ unit
- World History - 1 unit
- U.S. History - 1 unit
- other social studies - ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

***Computer Science – (optional)** A flex unit of an approved Computer Science may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. If the 4th math requirement and the 3rd science requirement have been met through other coursework, any of the computer science courses may be used for career focus credit.

Beginning with the entering 9th grade class of the 2014 – 2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1280 of 2013)

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core Curriculum and am choosing the Smart Core Curriculum for my child.

Parent/Guardian Signature Date

School Official Signature Date

APPENDIX C

Referral Agencies

Changes Behavioral Health

204 Mississippi
Wynne, AR 72396
870-208-8499

Compass Intervention Center

7900 Lowrance Road
Memphis, TN 38125
901-758-2002

Kids for the Future, Inc.

1825 East Broadway
Forrest City, AR 72335
870-630-2328

Life Strategies Counseling, Inc.

1719 Merrill Drive
Little Rock, AR 72202
501-663-2199

1217 Stone Street
Jonesboro, AR 72401
870-972-1268

Logan Center, Inc.

1792 Falls Blvd., N Suite 5
Wynne, AR 72396
870-208-9333

Methodist Family Health

1601 Murphy
Maumelle, AR 72113
501-803-3388

MidSouth Health System, Inc.

4451 N. Washington
Forrest City, AR 72335
870-630-3880

Rivendell Behavioral Health Services

100 Rivendell Drive
Benton, AR 72015
501-316-1255

APPENDIX D

Forrest City Junior High & Sixth Grade Academy Guidance Counselor Evaluation

Instructions: All junior high students and teachers are asked to answer these questions using the scale below:

1 = Yes 2 = No 3 = Unsure

Does your counselor:

- 1. Provide guidance so students can make good decisions? _____
- 2. Guide students in taking responsibility for their educational planning? _____
- 3. Assist in setting goals and making plans? _____
- 4. Help students in accepting consequences for their decisions? _____
- 5. Aid in understanding others' behaviors? _____
- 6. Help students cope with peer relationships? _____
- 7. Help establish personal goals? _____
- 8. Make available information on educational opportunities? _____
- 9. Assist in career and/or vocational planning? _____
- 10. Talk about peer pressure? _____
- 11. Help students, teacher, and staff cope with stress? _____
- 12. Just listen? _____
- 13. Discuss the importance of time management? _____
- 14. Offer guidance on personal and private issues? _____
- 15. Available for assistance when needed? _____
- 16. Willing to lend a hand when I need it? _____
- 17. Helpful in explaining assessment results? _____
- 18. Seem supportive and cooperative? _____
- 19. Participate in school activities? _____
- 20. Make the school a better place? _____

Has the FCHJS & SGA Counseling Department meet your needs this year?

Yes _____ Why?

No _____ Why not?

Unsure _____ Why?

Comments and suggestions:

APPENDIX E

Resolution of School Board

TO: Members of the Forrest City School Board
FROM: Dr. Tiffany Hardrick, Superintendent
SUBJECT: Resolution for Approval of the Forrest City Jr. High School's & Sixth Grade Academy's Comprehensive Guidance Program

WHEREAS: The public school laws of our state specify that the Superintendent shall prepare programs and recommend them for adoption by the Board of Education; and

WHEREAS: The public school laws of our state require the Board of Education, on the written recommendation of the Superintendent, to establish programs for the schools under its jurisdiction; and

WHEREAS; Excellence in education can be maintained only through continued attention to the need for program improvement; and

WHEREAS: The Guidance Program Advisory Committee at the Forrest City Junior High School & Sixth Grade Academy; and

WHEREAS: The Superintendent recommends that the Board approve this program.

Now therefore be it, RESOLVED, that the Forrest City School Board approves the Forrest City Junior High School's and Sixth Grade Academy's Comprehensive Guidance Program as an official program of the school, effective immediately.

Source: Norman C. Gyshers. PhD. University of Missouri - Columbia

Board of Education Assurances

- By adopting the Arkansas Comprehensive Guidance Program Model, the Board of Education commits itself to the support of the model's goals and purposes. The Board of Education shall:
- Provide time to the district staff to develop, implement, and manage a quality, comprehensive guidance program.
- Receive periodic reports from administration and the Advisory Council.
- Take action on decision needed to ensure continued program development and progress.
- Use program evaluation findings in making funding decisions.
- With the assistance of the Advisory Council, direct the staff to publicize the program to the community.
- Provide adequate funding to assure continued program development, implementation, and evaluation.

Approved by: Public School District Board of Education on _____, 20 ____