

**COMPREHENSIVE
COUNSELING
PLAN
2020-2021**



LEE COUNTY SCHOOL DISTRICT

Draft December 2020

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Lee County School District
2020-2021 Comprehensive Counseling Plan

I. Mission and Vision Statements

LEE COUNTY SCHOOL DISTRICT MISSION STATEMENT

The Mission of the Lee County School District is to authentically **EMPOWER** students, teachers, and families in creating paths that honor the aspirations, talents, and needs of each student.

LEE COUNTY SCHOOL DISTRICT VISION STATEMENT

The Lee County School District Board of Directors, superintendent, teachers, students, community, and staff will visibly work together to improve student scores, culture, climate, and discipline to become the highest performing district in East Arkansas which will prepare students for the worldwide success in our global society.

II. Guidance, Counseling and Career Education Services

A. The Role of Lee County School District Counselors

The counselor assists students, from the early grades through graduation, in understanding the relationship between school, classroom performance and their future college- or career- goals and dreams. Age appropriate classroom lessons, small groups, individual counseling sessions as well as teacher lessons and classroom procedures all aid the student in seeing this connection.

B. School Counselors Are Involved in The Following:

1. Classroom Guidance

Classroom guidance at Lee County Public Schools is 10 times a week, with three 40 minute sessions per day. Academic advisement begins at the lower grades and continues through high school. The school counselor acts as an advisor in helping students from all levels learn how to make short and long term goals for education decisions including but not limited to course selection, gathering information for decision making and guiding them to take the most challenging academic courses within the student's focus area.

2. Individual and Small Group Counseling

Although continuing to provide remediation and crisis intervention, individual counseling will also provide developmental counseling before a crisis develops. Working in a group counseling session acknowledges that peer influence is an important factor in students' development and gives them an opportunity to give and receive feedback, practice interpersonal and personal skills in a safe reinforcing environment. A group approach also enables a counselor to have an impact on a greater number of students.

3. Consultation

An important part of the counselor's role is to collaborate with teachers and parents. Counselors work with teachers and administrators to help create school environments that encourage student growth and learning. Consultation can include:

- Participating in and supporting the work of the RTI team
- Conducting professional development workshops
- Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum
- Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas
- Interpreting student data or assessment results
- Consulting with other specialists (e.g., social workers, psychologists, representatives from Community agencies)

The counselor can also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated.

4. Coordination

The counselor can also coordinate services between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated. Coordinate the school's test interpretation program, which usually includes interpreting test results to parents, students, and school personnel.

5. Education

Counselors may conduct workshops on issues such as: developing better study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, and managing disruptive behaviors. Many counselors provide newsletters or social media information for parents to keep them updated on school counseling programs, opportunities, or information on ways to support their students at home. Counselors along with other school staff should encourage parents to participate in volunteer opportunities within the school setting.

6. Peer Facilitation

Students often share their problems with peers rather than adults. The school counselor will provide structured opportunities for students to serve as peer helpers. Lee County School District realizes the power of peer influence cannot be minimized and, in fact, should be capitalized upon. Peer helpers can be selected by school staff and trained by the counselor in communication and basic counseling skills through a carefully planned program.

7. Making Appropriate Referrals

Counselors establish and maintain close working relationships with 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 support the established policies and procedures for interagency communication.

8. Assessment and Testing

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. Counselors interpret standardized test results for parents, faculty, students, and community stakeholders. Working with students to interpret and understand their own standardized assessment results would be a direct counseling service.

Counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities. The school counselor reviews academic records and files, and may update them for use with students and parents, as well as for their own professional use.

9. Specialized Populations and Needs

Working with students from culturally diverse populations and students with disabilities require special attention. The school counselor's activities can promote:

- a. Students' and school personnel's acceptance of differences;
- b. Policies, procedures, and behaviors that reflect freedom from stereotypes;
- c. Examination of Lee County School District's testing programs to ensure that they reflect equitable standards for all students; and
- d. Outreach to parents and families of students from culturally diverse populations.

10. Orientation

Orientation is a process for all stakeholders to learn about the guidance program and other student services offered to assist in the adjustment of new students to our schools. This will help a student with a smoother transition from one school to another. Classroom group presentations are given to students changing schools on promotion to the next grade. New students will be given individual or group sessions along with peer aides.

11. Class Scheduling

The proper placement of students into the correct academic setting is essential. The school counselor acts in a consulting capacity at all levels in guiding students toward short and long-term educational and career objectives.

C. Career Awareness and Planning in School Counseling Programs

Annotated Code 6-18-1009 states:

“Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children’s learning and career planning process.”

At the elementary level, guidance and classroom activities can focus on developing personal skills, 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 can 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 better prepares them for college- and work- success. Information on post-secondary opportunities and institutions, and alternative career programs are shared with students. Soft-skills are developed at all levels and the connection between them and career success is emphasized.

D. Facilities for the Guidance Program

Lee County School District meets and exceeds the requirements for guidance program facilities. The guidance office includes space for displaying various materials needed by the students, a separate area for waiting, a private office for counseling, and a place for security of restricted materials.

E. School Counselor/Pupil Ratio and Other Standards for Accreditation

Two fully licensed and certified counselor served Lee County School District for the 2019-2020 school year. The current student/counselor ratio at Anna Strong Learning Academy is 1:322 and at Lee High School 1:301.

III. Psychological Services

The district provides psychological services to students to ensure that they are ready to succeed and are being prepared for college- and/or career- readiness. These services include, but are not limited to:

- Evaluation of students with learning or adjustment problems
- Evaluation of students for exceptional student programs
- Consultation with parents, students and school personnel to ensure students are ready to succeed

- Provision of an early identification system of learning potential and factors that might affect educational performance
- System for liaison and referrals with available resources
- Written policies that assure ethical procedures in psychological services.

IV. Visiting Teacher and School Social Work

Visiting teacher and social work services provide casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning concerns. The visiting teacher or social worker functions as a liaison between the home and school. They may provide home visits and refer students and parents to appropriate school and community agencies for assistance.

V. Occupational and Placement Services

Occupational and placement services personnel shall serve as a liaison between employers and the school to develop connections between the school and business and industry.

VI. Conflict Resolution Services

These services shall include but are not limited to the following: educational and social programs which help students develop skills enabling them to resolve differences and conflicts between groups and programs 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.

VII. School Suicide/Crisis Plan

The distribution of a suicide prevention public awareness program is being developed for the Lee County School District. For more information, you may visit the following resource:

[ADE Guidance and School Counseling Suicide Prevention Resources-](#)

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling/student-support>

VIII. At-Risk Students and The School Dropout Program

Lee County School District's plan is designed to include a system for tracking the district's dropouts, including an exit interview, and follow-up when possible. Local goals for improvement are set by the district, such as reducing the number of dropouts, the number of incidents of suspensions, school vandalism, attendance, etc.

<http://www.arkleg.state.ar.us/education/HigherEd/Documents/DropoutPreventionToolkit.pdf>

Schools/districts follow-up with students who drop out with referrals, communication with parents, students, requests from new schools, etc. Follow-up with graduates can be through phone calls, emails, or by other contact methods.

IX. Additional Student Services

A. Alternative Methods of Classroom Management

The Student Services Plan addresses alternative methods of classroom management. These methods can include, but are not limited to: behavior contracts, dispute resolution, classroom meetings, logical consequences, assertive discipline, behavior modification and career and academic counseling. Alternative methods are consistently implemented and reinforced by all school staff.

B. Health Services Program

Each school district shall have a health services program. The program shall include screening, referral and follow-up procedures for all students. Students with special health care needs, medically fragile, and technology-dependent students will have individualized healthcare plans. Custodial health care services required by students with individualized health care plans shall be provided care by trained school employees, other than the classroom teacher. Students who require invasive medical procedures shall be cared for by a trained person who is licensed to perform the task. Classroom teachers shall not perform these tasks with the exception of administering glucagon to a student with Type I diabetes, providing the teacher is trained, and the situation is an emergency.