



Hope Public Schools

School Counseling Comprehensive Plan

School Counselor Contact Information

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Foundation

The foundation serves as the solid ground upon which the comprehensive school counseling program is built. Our purpose is to establish the focus of the comprehensive school counseling program based on the academic, career, and social/emotional needs of the students in the school.

Beliefs- Arkansas school counselors recognize that our personal beliefs impact our behavior and how we interact with students and stakeholders. To establish program focus, school counselors identify personal beliefs and work to ensure all students benefit from the school counseling program.

Hope School Counselors believe:

- All students can be successful when provided appropriate resources.
- All students have the right to receive services from the school counselor.
- School counselors must be leaders in the school and community.

A. Mission Statement

It is the mission of Hope Public School Counselors to fully implement a comprehensive guidance and school counseling program. Our focus is to help students maximize academic achievement, plan for the future, and develop socially and emotionally. This will be provided mainly through direct services to our students, including classroom guidance, individual student planning, responsive services, and support.

B. Vision Statement

The Vision of Hope Public Schools Counseling Department is guided by our commitment to provide a safe, nurturing environment where the entire learning community addresses the unique developmental needs of our students and collaborates freely to ensure each student develops into a productive, reflective, caring, ethical, and contributing member of society.

C. Goals

1. To decrease our absenteeism by 5%
2. We will use eschool to access the data.
3. We will implement Strive for 5 on each campus.-at the end of each 9 weeks, we will reward all the students who have missed 5 or fewer days.
4. We will talk with/send a letter to the students and parents when a child has missed 5 days.
5. A robocall and text will go out each morning at 8:20 to the parents of the students that are absent.
6. Implement a reward system for students who have zero absences.
7. Results will be shared with stakeholders and school personnel to show the effectiveness of the intervention. It will then be determined on whether to continue with the interventions as stated, reevaluate the process and make changes, or determine to change the Program Goal due to the success of the current goal.

Management

Self-Assessment or Annual Review The Arkansas Comprehensive School Counseling Program Self-Assessment allows counselors to assess their mindsets and behaviors. School counselors need to meet the rigorous demands of the school counseling profession and the needs of K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain, and enhance a comprehensive school counseling program addressing academic achievement, career planning, and social/emotional development. Hope Public School counselors will complete a self-assessment annually.

Use of Time & Administrative Duties

The School Counseling Improvement Act of 2019 (Act 190) specifies that: “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.” And “Administrative activities performed by a school counselor shall not exceed more than ten percent (10%) of the school counselor’s time spent working during student contact days.”

Per campus needs counselors may take part in administrative duties such as overseeing the registration of new students along with scheduling of classes, ESchool review and updating of student records. School counselors consult with parents, teachers, educators and community groups to advocate for students regarding academic, career or social/emotional needs to increase student success in the school setting.

Advisory Team

We will develop an advisory council to support the implementation of the school counseling program. Some members may include the school counselor, administration, teachers, community members, and students. The advisory council intends to advise school counselors and administration concerning the development and maintenance of quality guidance and counseling programs. An advisory council assists schools in ensuring counseling programs to be consistent with the needs of the students and the community. Advisory councils perform a wide variety of functions. Those functions may include:

1. Determine community needs
2. Assist with program evaluation activities
3. Provide suggestions for public relations

Delivery

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students.

Direct services are those that are provided directly to students and indirect services are on behalf of a student. Administrative activities are those that are not related to the counseling program. Direct student services include the delivery of the school counseling core curriculum. This instructional program is intentional, planned and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide small group support to students, focusing on the three components of core curriculum as well. According to Act 190 of 2019: Classroom guidance lessons will be no more than 40 minutes in length and will be held no more than 3 per day and no more than 10 per week. Counselors will use resources such as the G.U.I.D.E for Life to identify and address social, emotional and academic needs.

Indirect services Act 190, The School Counseling Improvement Act states that school counselors shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students. 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 (504, English Language Learner, PBIS, RTI, parental involvement and GT etc.).

Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation. Indirect activities include referrals to school, district, or outside sources for additional assistance for a specific student need. School counselors consult with parents, teachers, and educators to advocate for students regarding academic, career or social/emotional needs to increase student success in the school setting. Collaboration is used to ensure that all stakeholders working with the student have the same understanding of the support or program being provided. Counselors can use collaboration in teaming environments, committees, or workshops provided to school staff or parents.

School Counselor Roles

The following categories encompass the primary responsibilities of counselors:

• Organization

1. Administer needs assessment.
2. Plans guidance activities for the school year.
3. Implement program based on needs.
4. Evaluate program at the end of year
5. Make program revisions as necessary.

• Counseling

1. Provide individual counseling services to all students who request, are observed in need, or are referred by teachers, parents, or administrators.
2. Provide crisis interventions.
3. Generate developmental and preventive programs and experiences, such as group and individual counseling to promote growth academically, socially, and emotionally.
4. Address the challenge of assisting students, parents, and staff with developing healthy, productive interpersonal relationships.
5. Provide guidance activities on educational, career, and social/emotional skills.
6. Oversee the dissemination of information for educational and career planning post-high school graduation.

Consultation

1. Assisting teachers in working with individual students or groups of students.
2. Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum.
3. Participating in school committees as needed.
4. Interpreting student information, such as results of standardized tests for students and team members.
5. Consulting regularly with other specialists (e.g., psychologists and representatives from community agencies.)

Coordination

1. Assist parents in gaining access to services for their children through a referral to outside agencies.
2. Serve as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated
3. 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.
4. 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.

Academic Advisement

School Counselors provide individual, small and large group academic advising throughout the year with a focus on scheduling and planning for the upcoming year each March. In addition to reviewing transcripts and other academic course completion data, School Counselors work with students and families to determine individualized student success plans that meet the post-secondary education and training tied to each student's goals and expectations. School Counselors use the G.U.I.D.E for Life as part of academic advisement and planning.

School Counselors meet the needs of at risk students through consistent and regular communications with teachers and support staff so that the individual needs of these students are met as well.

Orientation /Transition

School Counselors will participate in the coordination of orientation with our 4th, 6th, and 8th grade students as they transition to different campuses by participating in campus tours, parent nights, student orientations, and the dissemination of information on courses offered and scheduling resources.

Dropout Prevention and Follow Up

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 and What's Next forms completed prior to graduation, or by other contact methods.

CAREER PLANNING

HPS School Counselors will collaborate with teachers and the career coach to provide students with age appropriate individual and whole group guidance activities that promote career readiness. Counselors will also assist students in understanding the relationship between school and classroom performance as it relates to career awareness.

Bullying

Bullying prevention and awareness is developmentally appropriate in design and delivery through SEL lessons. Students are also taught strategies to prevent bullying. Teachers are trained to identify and report all bullying incidents directly to administration, Administrators then refer students, as needed, to a counselor to reinforce social skills such as kindness, empathy, and self-control for both the bully and the victim. Bully Free signage is posted throughout each school.

Suicide Awareness

Suicide prevention awareness is addressed through classroom character education lessons such as coping skills or individual counseling sessions cover such topics as expressing, and identifying emotions and how to communicate feelings appropriately. In addition, administrators, counselors, and nurses follow the HPSD Procedure for Suicide/Self Harm Crisis if a student expresses suicidal/self-harm thoughts. Teachers immediately report students with suicidal ideation to the counselor. The counselor then follows the aforementioned protocol.

Administrative Activities

Administrative activities include referrals to school, district, or outside sources for additional assistance for a specific student need. School counselors consult with parents, teachers, educators and community groups to advocate for students regarding academic, career or social/emotional needs to increase student success in the school setting. Collaboration is used to ensure that all stakeholders working with the student have the same understanding of the support or program being provided.

District School Counselor Calendar

Elementary Lessons:

August: Friendship, Meet the Counselor, Individual, Small Group, and Classroom Guidance, Test Prep(STAR)

September: Spirit Week, Respect, Individual, Small Group, and Classroom Guidance

October: Red Ribbon Week, Character Counts Week, Canned Food Drive, Responsibility, Individual, Small Group, and Classroom Guidance, Honor Roll

November/December: Citizenship, Gratitude, Generosity, Food Drive for Hope in Action, Individual, Small Group, and Classroom Guidance

January: Great Kindness Challenge, Test Prep(STAR & ELPA21), Honor Roll, Individual, Small Group, and Classroom Guidance

February: Trustworthy, Test Prep(ACT Aspire), finish ELPA21 testing, Individual, Small Group, and Classroom Guidance

March: Perseverance, Careers, Individual, Small Group, Honor Roll, and Classroom Guidance

April: Fairness, Careers, Testing(ACT Aspire & STAR)), Individual, Small Group, and Classroom Guidance

May: Caring, Honor Roll, Summer Safety, Individual, Small Group, and Classroom Guidance

Middle School Lessons:

August: Orientation

September: Suicide Awareness Month, Individual, Small Group and Classroom Guidance, Hispanic Heritage

October: Red Ribbon Week, Individual, Small Group, and Classroom Guidance.

November/December: Individual, Small Group and Classroom Guidance

January: Individual, Small Group and Classroom Guidance, Great

February: Individual, Small Group and Classroom Guidance, Black History Month Activities, Great Kindness Challenge

March/April: Test Prep Lessons, Small Group, Individual and Classroom Guidance

May: Student Orientation for next year, Individual, Small Group and Classroom Guidance

High School Topics:

August: Orientation, Credit Audit

September: Suicide Awareness Month

October: Red Ribbon Week, Substance Abuse, Go To College Week, FAFSA Frenzy

November/December: Credit Audit

January: Registration 12th Grade

February: Healthy Relationship Consent, Registration 11th Grade

March/April: Social Media and Internet Prevention, Registration 10th Grade

May: Registration 9th Grade

ACCOUNTABILITY

The Comprehensive School Counseling Program Self-Assessment is completed yearly to address and identify certain areas of concern. Data (i.e. attendance reports) is used to identify access and equity gaps to support students. Use of time assessments are analyzed and used to guide decisions for the school counseling program. Student outcomes are analyzed and data is used to improve the school counseling program. These results are shared with stakeholders annually.

The following tools may be used by counselors for assessing and sharing results of the comprehensive school counseling program:

Tools for assessing the program effectiveness:

- Use-of-Time calculator
- Feedback from small groups such as surveys, participation or process data and student outcomes
- Surveys from parents, students, community members, and/or educators
- School counselor reflections
- Review of goal setting action plan results

Hempstead County Resources

RESOURCES	CONTACT INFORMATION
Hope in Action #1 Food Pantry	(870)777-8227
Hope in Action #2 Homeless Shelter	(870)777-4112
Domestic Violence Center	(870)777-0994
SW AR Mental Health Counseling	(870)777-9051
Horizons of Hope (inpatient/outpatient counseling)	(870)777-9800
Southwest AR Development Center	(870)777-2380
Adult Education	(870)722-2744
Career Pathways(snap @ UACCH)	(870)722-8525
Office of Child Support Enforcement	(870)777-8400
Department of Workforce Services	(870) 777-3421
Hope Housing Authority	(870) 777-5742
Youth Services	(870) 777-5858
Hempstead Co. DHS	(870) 777-8656
ACAP-Arkansas Counseling and Psychodiagnostics	(870)230-8217 can be reached at each campus
Bobcat Clinic	(870) 722-2733
Therapeutic Family Services (TFS)	(870)777-4848

