

# Gravette High School



## Comprehensive School Counseling Plan 2021-2022

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## **Foundation of Gravette High School Counseling Programs:**

GHS counselors will use a comprehensive program that focuses on student achievement and success. GHS counselors will work closely with students, teachers, administration, families and the community to ensure each student reaches their full potential. GHS counselors will actively seek ways to continuously hone skills in respect to students' academic, social/emotional, and career development.

### **Vision**

The vision of the Gravette High School Counseling Department is to provide a comprehensive counseling program to benefit the academic, social, and emotional well being of all our students.

### **Mission**

The mission of the Counseling Department at Gravette High School is to nurture every student so that they may know themselves, accept themselves, respect themselves, and project themselves into their world as successful adults.

### **Belief Statements**

Gravette Public School counselors believe:

- All students can achieve academic, career, and personal/social success
- All students shall be provided equitable access to school counseling programs and services.
- A comprehensive counseling program focuses on prevention, intervention and student developmental needs
- Effective counseling programs are planned and coordinated by the school counselor in collaboration with administration, teachers, nurses, parents and the community
- Effective school counseling actively collects and analyzes data to drive the goals and delivery of counseling programs.
- Effective school counseling programs apply and are guided by the American School Counselor Associations (ASCA) standard

## 2021-2022 Annual Program Goals

### Goal 1: Social Emotional Learning

By the end of the 2021-2022 school year, 85% of GHS students will be able to utilize effective coping skills through demonstration of whole self time management, goal setting, and self reflection.

- Action One: GHS Needs Assessment
- Action Two: Interventions to address specific needs including, but not limited to time management, self regulation/coping skills
- Action Three: One to one meeting with the assigned counselor.
- Action Four: Completion of post assessment

Mindset and Behavior Standards:

- M1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- B-SMS7: Demonstrate effective coping skills when faced with a problem
- B-SMS8: Demonstrate the ability to balance school, home, and community activities
- B-SMS10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

### Goal 2: Career Focus

By the end of the 2021-2022 school year, 85% of GHS students will be able to identify three careers of interest and the correct educational pathway for each career.

- Action One: Complete Career Interest Profile
- Action Two: Exploring Career Clusters
- Action Three: Research Careers including qualifications, requirements, wages, availability
- Action Four: Connecting with community members (when possible) currently employed in chosen career pathway

Mindset and Behavior Standards:

- M4: Understanding that postsecondary education and lifelong learning are necessary for long term career success.
- B-SMS10: Identify long and short term academic, career, and social/emotional goals.

### Use of Time

#### **The School Counseling Improvement Act of 2019 (Act 190):**

“A school counselor shall spend at least ninety percent (90%) of his or her working time during student contact days providing direct and indirect services to students. Administrative activities performed by a school counselor shall not exceed more than ten percent (10%) of the school counselor’s time spent working during student contact days.”

#### **Direct Counseling Services:**

- **Classroom Lessons\***  
A collaboration between the counselor and teacher, classroom guidance allows student exposure to academic, personal, social, and career development skills. GHS utilizes Naviance, direct instruction, peer mentoring, and other innovative tools to meet the learning goal.
- **Small Group Sessions\*\***  
In groups of 10 or less students, specific shared issues and/or strategies are targeted.
- **Individual Counseling \*\***  
Counselors may meet with students one to one for issues that are confidential or student specific in nature.
- **Orientation for New and Transitioning Students**  
Middle School to High School transition students will have the opportunity to tour GHS at the end of their 8th grade year. They will also meet with their assigned High School Counselor to select classes and review their Student Success Plan. Transfer students will meet directly with their assigned counselor to review transcripts, select courses, and to learn about the opportunities for GHS students. Transfer students are given a tour of the building and shown to their classes by a student aide.
- **Academic Advisement**  
Class scheduling is the proper placement of students in the academic setting. The counselor acts in a consulting capacity at all levels with the teaching staff and the Career Action Plan which guides the students toward short and long term educational and career objectives.
- **Career Education Guidance**  
School counselors will 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. They can help students develop their course of studies or four year plans so that students have a map for high school coursework. Information on post-secondary opportunities and institutions, and alternative career programs are shared with students.

\*Statement of Assurance: Classroom lessons are no more than 40 minutes long and are provided no more than three sessions in one day and no more than 10 per week to ensure the counselor is available to support all students.

\*\*Students are referred for counseling by teachers, parents, school administrators, other students or themselves.

### **Indirect Counseling:**

- **Consultation**
  - Interactions with parents or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.
- **Referrals**
  - Can include referrals to connect students and families with resources in and outside of the school, from academics to personal needs, and making child maltreatment reports. Agencies include: Bright Futures, DHS, juvenile courts, Ozark Guidance, Vantage Point, Samaritan Community Center, and local food pantries.
- **Decision Making Teams**
  - Serves as a contributing member of the following teams: Section 504, Response to Intervention, English Language Learners, Special Education Designee, Building Leadership Team, Crisis/Safety Action Team, Attendance, Character Education, Bright Futures District Representative/Building Coordinator.

### **Administrative Activities:**

- **Coordination of Programs and Data Input**
  - Section 504
  - Student Success Plans
- **Chairing Committees and Meetings**
  - Section 504
  - Advanced Placement

### **Reflection of 2020-2021**

**Goals 2020-2021. Gravette High School is going to continue working on the 2020-2021 goals for the 2021-2022 school year. Due to the pandemic year with students missing days (several at times), being onsite and virtual, we were not able to complete all steps of our goals. During the past year, many students struggled with goal setting, coping skills and time management. Gravette High School needs to spend more time working on these areas.**

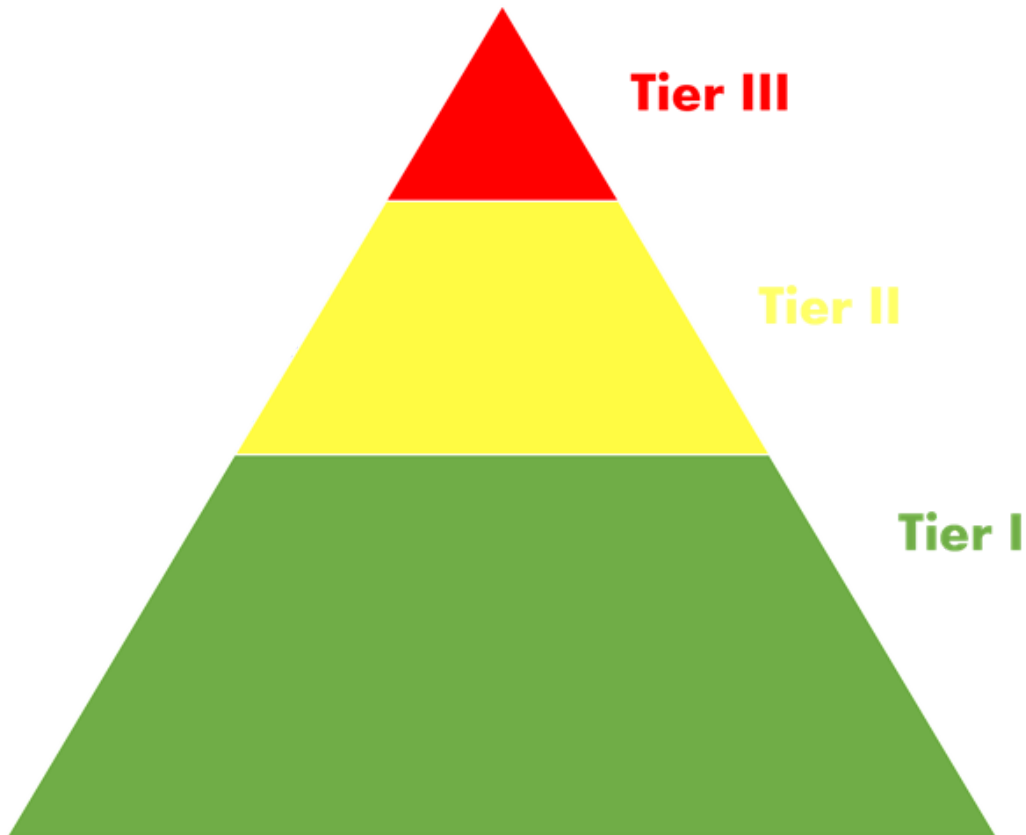
## 2021-2022 Calendar

	SEL	Academic/Career
<b>Aug</b>	Needs Assessment	
<b>Sept</b>	Self Regulation Coping Skills Character Word: Responsibility	StrengthFinders**
<b>Oct</b>	Bullying Prevention Character Word: Self-Control	Career Goal**
<b>Nov</b>	Time Management Character Word: Gratitude	Career Cluster Finder**
<b>Dec</b>	Problem Solving Character Word: Problem Solving	Career Interest Profiler**
<b>Jan</b>	Advocacy Skills Character Word: Kindness	Career Research/Resume
<b>Feb</b>	Positive Communication Character Word: Respect	Job Fair/Career Day
<b>Mar</b>	Empathy Character Word: Compassion	Job Shadow
<b>Apr</b>	Character Word: Effort	Goal Setting for 2022/23
<b>May</b>	Character Word: Perseverance	

\*\* Completed using Naviance



## Multi-Tiered Counseling Services



### **Tier 1: Prevention: Core Instruction for all students (80%)**

- Classroom instruction based on data and identified needs
- Academic advising
- Transition and orientation opportunities
- Bullying and suicide prevention activities for all

### **Tier II: Targeted Support: Supplemental Intervention (15%)**

- Individual counseling
- Small group counseling
- Consultation with faculty and community agencies
- Parent conference

### **Tier III: Intensive Support: Intensive Intervention (5%)**

- Consultation and referrals for intensive support
- Crisis management

## Other Components of the Comprehensive School Counseling Program

- **Coordination**
  - Before guidance and counseling activities can take place, much planning, thinking, and coordinating are required. Systematic coordination of guidance programs is essential for effective delivery of services. Coordination typically involves the use of school and community resources in collaboration with other team members, assisting parents in gaining access to services their student needs, serving as a liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated, plan, coordinate, and evaluate the guidance programs's effectiveness, and to coordinate the school's testing program, which could include interpreting test results to parents, students, and school personnel.
  
- **Working with Parents**
  - 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. Counselors may 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 should also encourage parents to participate in volunteer opportunities within the school.
  
- **Peer Facilitation**
  - Students often share their problems with peers rather than adults. Counselors provide structured opportunities for students to serve as peer helpers. Counselors are responsible for meeting with peer helpers to provide training, supervision, support, and personal growth. Counselors will continually monitor and evaluate the training and impact of the peer facilitation program. Peer facilitators will talk with other students about personal problems and refer them to counselors or other adults for help. They are trained to work in group settings, teaching basic communication skills to other students and helping facilitate guidance discussions. In addition, peer facilitators tutor students in academic areas, serve as readers for nonreaders, and assist in greeting new students during orientation.

- **Interpretation of Student Assessment**
  - 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, and students and community stakeholders when needed.
  
- **Specialized Populations and Needs**
  - Working with students from culturally diverse populations and students with disabilities requires special attention. Counselors activities can promote students' and school personnel's acceptance of differences, help to shape policies, procedures, and behaviors that reflect freedom from stereotypes, conduct an examination of schools' testing programs to ensure that they reflect equitable standards for all students, and facilitate outreach to parents and families of students from culturally diverse populations.
  
- **Utilization of Student Records**
  - Counselors are authorized access to any files kept by the school district. Data is utilized to assist parents, faculty, administrators, and counselors in helping each individual student to reach their full potential.
  
- **Student Services Needs Assessment Samples**
  - Counselors will utilize a needs assessment survey each year for feedback from students to help identify both strengths and weaknesses in the counseling program. Collected data will be used to guide the direction of the program.
  
- **Bullying Prevention**
  - The school counselor supports anti-bullying efforts and believes all students have the right to receive their education in an environment that is free from substantial intimidation, harassment, harm, or threat of harm by another student, in person or by electronic means. The school counselor will work directly with students identified as exhibiting bullying behaviors, those students that are the target of bullying behaviors, and those who witness such behavior.

- **Suicide Prevention**

- The school counselor believes the school district has an ethical responsibility to take a proactive approach in preventing death by suicide. The school counselor supports suicide prevention efforts by providing, at minimum, annual information to all stakeholders, to ensure awareness of risk factors for suicide. The school counselor utilizes developmentally appropriate, student-centered education materials that include the importance of safe and healthy choices and coping skills focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others.

- **Student Success Plans**

- Each student will have a Student Success Plan in place by 8th grade. The plan will be developed as a collaborative effort between the student, parents, and school personnel. The plan will be updated annually to ensure the student is on track to graduate with his/her cohort, and will include college and/or career planning components.

- **Program Evaluation**

- The school counselor will have students, teachers, and/or parents complete a needs assessment and/or survey evaluation of the comprehensive counseling program. The data will assist the counseling department in making program decisions for the following school year.

- **Stakeholder Communication**

- The school counselor will present specific information to stakeholders through parent nights, counseling webpage, student announcements, social media, and emails.

## School Counseling Standards and Competencies

ASCA School Counselor Professional Standards & Competencies (2019)

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA Ethical Standards for School Counselors (2016)

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

ASCA Mindsets and Behaviors for Student Success: College and Career Readiness Standards for Every Student (2014)

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

G.U.I.D.E. for Life

<http://dese.ade.arkansas.gov/divisions/learning-services/guide-for-life>