

# Comprehensive School Counseling Plan

Smackover-Norphlet School District

112 East 8th

Smackover, AR 71762

<https://www.smackover.net/>

870-725-1200

Superintendent - Jason Black

Revised April 2021

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## Vision Statement

The Smackover-Norphlet School District Counselors Program will prepare, inspire and empower all students regardless of background to maximize their potential as lifelong learners and socially responsible citizens who are able to productively communicate and meet the challenges of a diverse society.

## Mission Statement

The mission of the Smackover-Norphlet School District Counselors encompasses three areas: academic, career and social/emotional development. Counseling is at the heart of the guidance program. The counselor in a helping relationship creates an atmosphere in which mutual respect, understanding, and confidence prevail to allow for growth and resolution of concerns. The general goals of counseling are developing skills of thinking and problem-solving, developing and maintaining a positive self-concept, and helping students set positive goals and exercise self-responsibility.

## Belief Statement

Smackover-Norphlet School Counselors believe:

- A counselor's role is to provide a data-driven, developmentally appropriate counseling program that is geared to meet the needs of all students through guidance curriculum, individual student planning, responsive services, and support systems.
- A counselor's role is to promote an understanding of and respect for self and others while building problem solving and decision making skills.
- A counselor's role is to help students to develop a healthy self concept and an acceptance of individual differences to foster positive relationships.
- All students can learn and achieve academic greatness when encouraged and nurtured in a respectful environment.

### Annual Goal

Counselors will maintain the amount of time spent in providing direct and indirect services to 90 percent daily in accordance with Act 190 for the 2021-2022 school year. Social/ Emotional development has been greatly impacted by COVID-19; therefore, direct counseling services will be of great need when students return to school in August 2021.

- The data to be collected will consist of monthly school counselor use of time calculations, student needs survey, interventions provided, and evaluation of comprehensive counseling program
- Identifying students in need of mental health services.
- Desired Outcome

The desired outcome would be that direct and indirect services of ninety percent daily would foster the needed support in repairing the social/ emotional deficits.

### Counseling Staff

Implementation of the school counseling program is performed by an Arkansas-certified counselor, a counselor serving under an additional licensure plan, or a school employee acting as a school counselor under a waiver granted under § 6-15-103(c).

#### Smackover Elementary Counselor

Hannah Talley

[hannah.talley@smackover.net](mailto:hannah.talley@smackover.net)

870-725-1215

Principal

Gary Steelman

Norphlet Middle School Counselor

Jennifer Muckelrath

[jennifer.muckelrath@smackover.net](mailto:jennifer.muckelrath@smackover.net)

870-546-1004

Principal

Larry Beasley

Smackover High School Counselor

Stacy Jerry

[stacy.jerry@smackover.net](mailto:stacy.jerry@smackover.net)

870-725-1226

Principal

Bernadette O'Guinn

Mental Health Counselor

Rebekah Dixon, LCSW

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## MANAGEMENT

### Delivery Of Services

- A school counselor shall spend at least ninety percent of his or her working time during student contact days providing direct and indirect services to students in accordance with Act. 190.
- Multi-Tiered counseling services/ interventions are provided in accordance with the school and district RTI process.
- Tiered 1 services are for all students. Services are provided through classroom guidance lessons based on data and identified needs. Academic advising, orientation, and accelerated learning opportunities are aligned with the vision and mission statement of the Smackover-Norphlet School District.

- Tiered 2 services are for strategic intervention. The focus of these services is to provide individual counseling, small group counseling, consultation with faculty and community agencies, and parental conferences.
- Tiered 3 services are intensive interventions. These services are individual student focused and based on crisis management. Consultation and referral services are two functional aspects of this tier. Tiered 3 services are more intensive and with greater frequency.

### Direct Services

- Direct Services are provided through face-to-face contact with students.
  - School Counseling Core Curriculum: (Tier 1) is a planned instructional program that is comprehensive in scope, preventative in nature, developmental in design, and delivered to every student, enabling them to attain the desired standards (attitudes/skills/knowledge) appropriate for their developmental level. Delivery of the program is through classroom guidance lessons. Counseling curriculum lessons to classroom groups are no more than forty minutes per session and no more than three sessions per day and ten sessions per week to ensure that the school counselor is available to support all students' needs.
  - Individual Student Planning: (Can be Tier 1, 2, or 3) ongoing systemic activities designed to assist students in evaluating and establishing personal goals with the use of the G.U.I.D.E. for life, making decisions, and developing immediate and long-range career plans with the Naviance program. May take place in a one-on-one, small group, classroom, or large group environment.
  - Orientation: provided to students entering new school buildings within the district, students new to the district, and students transitioning from alternative classroom settings. Students entering new school buildings within the district are orientated prior to the start of the new school year in August. For students new to the district, parents are contacted to meet with the school counselor for enrollment information, scheduling offerings, course information, and the overview of the school layout and design. The school counselor will meet with students who are transitioning from a facility, alternative classroom, or specialized programming to a regular classroom setting to address any concerns and provide guidance for successful transitioning.
  - Responsive Services: (Can be Tier 1, 2, or 3) Activities designed to meet students' immediate needs and concerns, including individual or small-group counseling and crisis response.

### Indirect Services

- Indirect Services are provided through consultations between a student, a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social/emotional needs.
  - Referrals: (Can be Tier 1, 2, or 3) Directing students, parents, and families to school and community resources for additional assistance within the three domains.

→ Consultation: (Can be Tier 1, 2, or 3) Sharing strategies that support student achievement with parents, teachers, other educators, and community organizations. Serving as student advocates to promote student development within the three domains.

- A. A school counselor will consult with students who are at risk of dropping out or not graduating.
- B. Dropout Prevention Checklist

Student Name (please print) \_\_\_\_\_ Date: \_\_\_\_\_

	Student	Parent	School Designee
I have met with my counselor to develop a plan based on my current age and credit situation, as well as to discuss what is keeping me from being successful in this school.			
I am choosing to drop out of school.			
I have met with my principal/assistant principal and have been informed that if I choose to withdraw from this school, I have the right to return and re-enroll in an appropriate school option, unless I have been expelled for misconduct, until the age of 21.			
I have met with my principal/assistant principal and have also been informed that if I was accepted as a choice student that I have the same rights to district educational opportunities as all other Smackover-Norphlet School District students.			
I have been given and have read “Facts about Dropping Out of School” and I understand that by dropping out I am putting myself at a disadvantage by making this choice.			
Either my counselor or principal/assistant principal has informed me of the options that I have in Union County.			
I have received information about the Office of Dropout Prevention and Recovery which can help connect me to educational options and to community resources.			
I don’t believe that there is anything at this time that can keep me in school.			
This form is not applicable – multiple attempts to contact the student and family were made utilizing all resources available with no success.			

C. A school counselor will meet with an at-risk student to discuss the Hub Program (Non-Traditional route to education) for dropout prevention.

→ The Hub Application explains the benefits of becoming a HUB associate and is completed by the school counselor with the aid of the student and parent. The school counselor will explain to the student and parent that if accepted, some of the student responsibilities would include reporting to school and/or work on time, dressed neatly and cleanly, maintaining grades and completing all assignments and exceeding the expectations of the supervisor(s). The student’s participation in the HUB would help

empower them to graduate on time while learning the needed skills to establish a rewarding career. The Hub program offers:

- Opportunity to attend partnering career centers
- Flexible options for learning through technology
- Employability skills
- Workplace skills
- Job attainment and survival skills

→ Collaboration: (Can be Tier 1, 2, or 3) Contributing member of decision-making team, partnering, resource sharing, serving on committees and advisory boards.

Administrative Activities

- A school counselor shall not exceed more than ten percent daily of the school counselor’s time providing administrative activities during student contact days.
  - Administrative activities are activities that are not directly related to the comprehensive school counseling plan and are absent of any direct student services or interaction.

Use of Time

- A school counselor utilizes assessments and other data to develop, implement, and evaluate a comprehensive school counseling program.

**Time Indicated for Each Category is Based on Student Contact Days.**

Category	School District Coordinator	Counselor Administrative Time Spent Completing or in Collaboration With:
District State Testing	Hannah Bailey- Test Coordinator/ ESL	
504 Coordinator	Hallie Woods	
Master Schedule	Hannah Talley- Elementary Jennifer Muckelrath- Middle School Stacy Jerry- High School	
Attendance Monitoring	Building Administrative Assistant	
Parent Involvement Coordinator	Hannah Talley-Elementary Jennifer Muckelrath- Middle School Stacy Jerry- High School	
Eschool Administrator	Stacy Jerry	

Report Cards	Hannah Talley-Elementary Jennifer Muckelrath- Middle School Stacy Jerry- High School	
Credit Recovery- <i>High School Only</i>	Stacy Jerry	
Completing Forms and Requirements for Insurance, SSI, DHS, etc.	Special Education Support Services	
Homeless Liaison	Teri Philyaw	
Academic RTI	School Building Instructional Facilitator	
SPED Coordinator	Hallie Woods	
Dyslexia Coordinator/ Literacy Chair	Heather Wolfe	
CTE Coordinator	Holly Strickland	
ALE Coordinator	Kasey Porchia	
Behavioral RTI	Rebekah Dixon	
PBIS Coordinator	School Counselor	

Annual Calendars

High School Annual Calendar

<u>July</u> Master Schedule Student Scheduling Academic Advisement New Student Reg.	<u>August</u> Orientation Needs Survey Grade Level Meeting Academic Advisement Start Of School	<u>September</u> G.U.I.D.E focus: Interaction	<u>October</u> Drug- Free Program Bullying Prevention World Day of Bullying Prevention (Oct. 5) G.U.I.D.E focus: Understanding P/TConferences
<u>November</u> G.U.I.D.E focus: Growth	<u>December</u> G.U.I.D.E focus: Empathy	<u>January</u> Career Planning Naviance Promise Week G.U.I.D.E focus: Decisions Great Kindness Challenge	<u>February</u> P/T Conference Career Planning Naviance
<u>March</u> Career Planning Naviance	<u>April</u> State Testing Begins Scheduling Conferences Senior Honors Night	<u>May</u> Honor Ceremony Graduation State Testing Ends School Ends	<u>June</u> Review of Counseling Program Plan annual Goal for 2021- 2022 school year

Middle School Annual Calendar

<u>July</u> Student Scheduling Academic Advisement	<u>August</u> Orientation Needs Survey	<u>September</u> G.U.I.D.E focus: Interaction	<u>October</u> Drug- Free/ Xtreme Programs
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New Student Registration	Academic Advisement Start Of School	Suicide prevention	Bullying Prevention World Day of Bullying Prevention (Oct. 5) G.U.I.D.E focus: Understanding P/T Conferences
<u>November</u> G.U.I.D.E focus: Growth Choose Love Program- Gratitude	<u>December</u> G.U.I.D.E focus: Empathy Choose Love Program- Compassion	<u>January</u> Career Planning Naviance G.U.I.D.E focus: Decisions Great Kindness Challenge	<u>February</u> P/T Conference Career Planning Naviance 8th grade
<u>March</u> Career Planning Naviance 8th grade	<u>April</u> State Testing Begins Scheduling Conferences	<u>May</u> Award Ceremony State Testing Ends School Ends	<u>June</u> Review of Counseling Program Plan annual Goal for 2021- 2022 school year

### Elementary Annual Calendar

<u>July</u>	<u>August</u> Orientation “Who Is Your School Counselor?” Start Of School	<u>September</u> Classroom Guidance G.U.I.D.E. focus: Interactions	<u>October</u> Classroom Guidance Lessons- G.U.I.D.E focus: Decisions Staying Drug- Free/ Making Good Healthy Choices Red Ribbon Week Bullying Prevention World Day of Bullying Prevention (Oct. 5) P/T Conferences
<u>November</u> G.U.I.D.E focus: Interaction Conflict Resolution	<u>December</u> Shop with a Cop G.U.I.D.E. focus: Empathy Bullying	<u>January</u> Tattling vs. Reporting Great Kindness Challenge	<u>February</u> P/T Conference G.U.I.D.E focus: Understanding; Self Awareness
<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>

Making Good Choices What Should Danny Do? Stress/ Test Prep. G.U.I.D.E focus: Decisions	State Testing Begins Careers	Honor Ceremony State Testing Ends G.U.I.D.E focus: Growth Self-Control School Ends Review of Counseling Program Plan Annual Goal for 2021-2022 school year	
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What is/are the primary reason(s) the student was not successful?

Substance Abuse <input type="checkbox"/>	Student/teacher conflict <input type="checkbox"/>	Poor Attendance <input type="checkbox"/>
Family Problems <input type="checkbox"/>	Marriage <input type="checkbox"/>	Boredom <input type="checkbox"/>
Student/Student conflict <input type="checkbox"/>	Needed employment <input type="checkbox"/>	Illness <input type="checkbox"/>
Failing classes <input type="checkbox"/>	Pregnancy <input type="checkbox"/>	Other: _____

I \_\_\_\_\_ acknowledge that by dropping out of high school, I am voluntarily withdrawing  
(Student Name) from school. Under State law and SNSD policy, enrolled students are entitled to a free, full-time public education until the age of 21 unless I graduate from high school, I am expelled for misconduct, or I withdraw from enrollment. By dropping out, I am withdrawing from enrollment.

### Suicide Prevention

→ The current suicide prevention protocols are as follows:

- All staff and teachers are provided with professional development/ training opportunities on identifying the signs of suicide.
- All staff and teachers are given the protocols for reporting suicidal thoughts or if they have been made aware of a student with suicide thoughts.

-The school counselor will meet with students who have been referred for suicidal thoughts. Students are not to be left unattended and must be accompanied with school personnel at all times.

-The school counselor will contact the Mental Health Coordinator first and then the parent(s)/ guardian(s) of the student will be contacted. The student will be released to the parent(s)/ guardian(s) for the remainder of the school day.

-The Mental Health Coordinator will complete the suicide safety plan which includes providing the parent with a mental health referral.

-If hospitalized, the student will meet with the school counselor upon returning to school.

-The school counselor will monitor the student's progress throughout the school year. The school counselor will update the staff and teachers in accordance with the guidelines of HIPPA.

### Suicide Risk Assessment Form

Name of Attending School: \_\_\_\_\_

<b>Student Name:</b>	<b>Grade:</b>	<b>Date:</b>
<b>School Representative:</b>		
<b>Parent/ Guardian:</b>	<b>Phone Number:</b>	
<b>Consulted With:</b>		
<b>Risk Assessment Tool</b>		
<b>Part 1: Initial Questions to Ask Student</b>		
1. Have you ever thought about killing yourself or someone else? (IDEATION)		
a) Are you having those thoughts now? If not, when did you think about killing yourself or someone else? _____		
b) How long have you been having these kinds of thoughts? _____		
c) How often do these thoughts occur? Do they last or are they fleeting ideas? _____		
NOTE: Thoughts or threats alone, whether direct or indirect, may indicate LOW RISK.		
2. Have you tried to kill yourself before? (PREVIOUS ATTEMPTS)		
a) If yes, what happened? _____		
b) Have you tried to hurt yourself before like cutting, burning, etc.? _____		
c) Have you been doing any risky/dangerous things that might get you hurt or killed? _____		
NOTE: Previous attempts or repetitive self-injury may indicate MODERATE RISK.		
3. Do you have a PLAN to kill yourself or someone else today? (PLAN, METHOD, ACCESS)		
a) If yes, tell me about your plan _____		

- b) How long have you been making this plan? \_\_\_\_\_
- c) Do you have a METHOD to kill yourself or other? \_\_\_\_\_
- d) Do you have ACCESS to firearms, other weapons, or things that can be used in a lethal manner like rope or cord, plastic garment bag, medications, etc.? \_\_\_\_\_

NOTE: Evidence of a plan and the means to carry it out may indicate HIGH RISK

**Part 2: Questions to Ask Parent/Guardian, Teachers, and Staff**

1. What warning signs initiated the referral? \_\_\_\_\_
2. Has the student demonstrated abrupt changes in behavior? \_\_\_\_\_
3. What is the support system that surrounds this child? Is the child isolated or rejected? \_\_\_\_\_
4. Is there a history of mental illness including depression, bi-polar or other mood disorder, substance abuse, conduct or anxiety disorder? \_\_\_\_\_
5. Is there a history of recent grief/losses, trauma, or victimization? \_\_\_\_\_

**Notification of Emergency Conference**

**Name of Attending School:** \_\_\_\_\_

Date: _____	
Student Name: _____	Grade: _____
Parent/ Legal Guardian: _____	
Parent/ Legal Guardian Phone Number: _____	
I/We, _____, Parent/Legal Guardian of <b>(Parent/ Legal Guardian Name)</b>	
Student Name _____ have been notified by school <b>(Student Name)</b>	
personnel _____, that my child appears to be in a state of <b>(Staff Name)</b>	
psychological emergency. I/We have been further advised that my child should be kept under direct supervision at all times and I/We should monitor access to potentially dangerous objects or substances.	
I/We have been encouraged to seek a mental health assessment and additional services for my child as	

appropriate. I/ We have been given a copy of the Youth Suicide Prevention Guidelines for Parents and the Crisis Referral Resource List.

\_\_\_\_\_ Parent or Legal Guardian Signature

\_\_\_\_\_ Parent or Legal Guardian Signature

\_\_\_\_\_ School Personnel Signature and Title

### Notification of Safety Plan

Name of Attending School: \_\_\_\_\_

I \_\_\_\_\_, together with \_\_\_\_\_  
(Student Name) (School Counselor, Principal, Or Designee)

Have developed this plan to help me keep safe. This safety plan will be/ has been reviewed with \_\_\_\_\_ so that they can help me follow the plan and support me to feel better, cope safely, and stay alive.  
(Parent/ Legal Guardian)

Student Signature:

Date:

Parent/ Legal Guardian Signature:

Date:

Signature of School Representative:

Date:

**Part 1-** I will be aware of the following situations and/or behaviors that tend to upset me to a serious degree.

- |    |    |
|----|----|
| 1) | 3) |
| 2) | 4) |

**Part 2-** I will pay attention to my warning signs (thoughts, feelings, body sensations) that I'm upset.

- |    |    |
|----|----|
| 1) | 3) |
| 2) | 4) |

**Part 3-** When I notice my early warning signs, I will try to calm myself down by doing the following:

- |    |    |
|----|----|
| 1) | 3) |
| 2) | 4) |

**Part 4-** If I am unable to calm down on my own, I will ask for help from these safe and supportive adults:

1)	3)
2)	4)
<p><b>Part 5-</b> When I'm upset, my Parent/Guardian can help me by saying or doing these things:</p> <p>1) 3)</p> <p>2) 4)</p> <p>5) Making the home environment safer by maintaining direct supervision of the youth; removing firearms, weapons, and poisons; and either removing or putting under secure, locked storage harmful substances such as alcohol, prescriptions and over the counter medications.</p>	
<p><b>Part 6-</b> If I feel that neither I nor my Parent/ Guardian can keep me safe, then our crisis plan is:</p> <p>1) Call 9-1-1 for emergency services or go to the nearest hospital ER, if safe to transport</p> <p>2) Call the National Suicide Prevention Lifeline at 1-800-275-TALK or 1-800-273-8255</p> <p>3) Call the Crisis Intervention Center Hotline at 1-800-437-0303</p>	

Bullying Prevention

- Student safety and security are of the utmost importance to the Smackover-Norphlet School District; therefore, on the district's website [smackover.net](http://smackover.net) students, parents, and community stakeholders can report an incident on the district's STOPIT bullying app. The app also allows for anonymous reporting. The reports from the app are monitored by the district building administrators. Students and parents are encouraged to meet with administrators, counselors, teachers, and district personnel to address any bullying concerns.
- Students may meet with counselors or administrators to complete a bullying form during school operational hours.
- School counselors report bullying activity directly to school building administrators.

Accountability

An annual review of the current comprehensive school counseling program will be at end of each academic school year according to the following:

- Completion of School counselor reflection form:

School Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Academic School Year: \_\_\_\_\_

\*Based on the annual goals and data results, reflect on how well each category was performed:

School Counseling Department Annual Goal	Counselors will increase the amount of time spent in providing direct and indirect services to 90 percent daily in accordance with Act. 190 for the 2021-2022 school year. Social/ Emotional development has been greatly impacted by COVID-19; therefore, direct counseling
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	services will be of great need when students return to school in August 2021.
Success of Annual Goal	<input type="checkbox"/> Accomplished Goal <input type="checkbox"/> Continue with Goal for upcoming academic school year <input type="checkbox"/> Needs Improvement <input type="checkbox"/> More data needed <input type="checkbox"/> Modify or add to goal for upcoming academic school year
Reflection of Direct and Indirect Services	<input type="checkbox"/> able to provide (90%) <input type="checkbox"/> not able to provide (90%) due to _____
Reflection of Administrative Services	<input type="checkbox"/> able to provide (10%) <input type="checkbox"/> provided more than (10%) due to _____ <input type="checkbox"/> need to reduce services in this category <input type="checkbox"/> list services that need reduction _____
Referral Services	
Reflection of Interventions	
Professional Growth Goal	
Professional Development Needed for upcoming academic school year	
Annual Goal for _____ academic school year	

Comments: \_\_\_\_\_

\_\_\_\_\_

- Data profile review- does current data collection effectively reflect the annual goal
- Use of Time analysis
- Review of needs assessment survey data from parents, students, and stakeholders
- Review of plan of action results
- School Counselor Teacher Excellence and Support System (TESS)
- Plan new goal for upcoming academic school year

Assess

- The Comprehensive School Counseling Plan will be posted on the Smackover-Norphlet School District website
- School Counseling Services offered will be presented at individual school on-site orientations and at parent teacher conferences
- Students will be informed through their Gmail accounts and/or google classrooms
- School Counselor contact information will be posted on each individual school campus websites
- As the comprehensive school counseling plan is reviewed and revised according to need, interventions, and structural changes, students, parents, and stakeholders will be updated accordingly.