

Concord School District



Comprehensive School Counseling Program 2021-2022

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FOUNDATION

BELIEFS

At the Concord School District, we believe that all of our students can reach their fullest potential if they have access to all that they need for growth and development, a safe place to learn, an advocate to be their voice, and guidance for academic goals. The role of the school counselor is to provide them with guidance in safety, academic pursuits, career planning, social and emotional learning, and help facilitate resources to meet physiological needs .

VISION STATEMENT

Concord School District believes that a developmental and sequential counseling program is an integral part of the education process. Each part of the school counseling program--academic, career, and personal/social objectives--are a vital part in helping the student develop into a well-rounded citizen in their community.

MISSION STATEMENT

The mission of the Concord School District counseling program is to deliver a comprehensive and multi-faceted school counseling program to provide students with the tools and support they need to reach their highest potential.

PROGRAM GOALS

2021/2022 Goal: The school counseling program will work with colleagues to develop a positive environment that results in improved student behavior and a decrease in discipline referrals by 10% by the end of the year.		
Elementary Action Steps	Secondary Action Steps	Data Point
<p>Tier I Initiatives: Facilitate programs to improve school culture:</p> <ul style="list-style-type: none"> ● MindUp Curriculum ● Monthly Character Word ● Student of the Month ● Staff Development on Trauma Informed Classrooms ● Parent/Community Night ● Parent Communication ● Students Basic Needs Met (Friday Food Bags, Water Bottles, Dream Center Resources) ● Kindness Campaign 	<p>Tier I Initiatives: Facilitate programs to improve school culture:</p> <ul style="list-style-type: none"> ● MindUp Curriculum (7-8) ● Monthly Character Word ● Student of the Month ● Staff Development on Trauma Informed Classrooms ● Parent/Community Night ● Parent Communication ● Students Basic Needs Met (Friday Food Bags, Water Bottles, Dream Center Resources) ● Kindness Campaign 	Total # of Discipline Referrals
<p>Tier 2 Preventions/Interventions:</p> <ul style="list-style-type: none"> ● Monthly Classroom Lessons (K-6) ● Behavior reports for small group interventions ● Individual Counseling ● Check-in and Check-out daily support for students needing assistance ● Weekly family communication to review and discuss specifics 	<p>Tier 2 Preventions/Interventions:</p> <ul style="list-style-type: none"> ● Monthly Classroom Lessons (7-8) ● Mentoring Programs ● Character Education ● Individual Counseling ● Small Groups ● Weekly family communication 	
<p>Tier 3 Intensive:</p> <ul style="list-style-type: none"> ● Individual Counseling ● Refer to outside agencies (mental health, juvenile court, FINS, DHS) 	<p>Tier 3 Intensive:</p> <ul style="list-style-type: none"> ● Individual Counseling ● Refer to outside agencies (mental health, juvenile court, FINS, DHS) 	

STANDARDS AND COMPETENCIES

ASCA School Counselor Professional Standards and 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>

MANAGEMENT

PROGRAM ASSESSMENT

Concord School counselors will use the Arkansas Comprehensive School Counseling Self-Assessment to assess their program, reflect on potential goals, and develop future programs.

USE OF TIME

Use of time calculators are used to determine the percentage of time the counselor is providing direct and indirect counseling services to students and completing administrative activities. Using the data from use of time logs provides regular feedback to the counselor, administration, students, teachers, and other stakeholders to ensure that the counseling program is being implemented with fidelity to the students, and their needs are being met. Use of time documentation also helps the counselor and other stakeholders determine which activities or services the counselor is providing that are appropriate to the program and the School Counseling Improvement Act of 2019.

ANNUAL ADMINISTRATIVE CONFERENCE

Each year the counselor and administrator meet to develop a collaborative overview of the school counseling program and percent of the time to be allotted to school counseling activities. This conference identifies specific responsibilities of the counselor, student caseload, areas of professional development, and expectations for the counselor and program. This conference should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals. This conference provides the opportunity to share information about and advocate for the comprehensive school counseling program and to show the impact it makes on students.

ADVISORY COUNCIL

****Beginning 2021-2022**

The Concord advisory council consists of stakeholders that support the implementation of the counseling program. This council will meet at least twice a year to share in the planning of goals of the program, determine needs or gaps for students, provide opportunities for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program.

Advisory Council Members (at least)

- 2 Elementary Counseling Representatives
- 2 High School Counseling Representatives
- K-12 Administrator
- 1 School Board Member
- 1 Elementary Parent Member
- 1 High School Parent Member
- School Nurse
- 2 High School Students (7-12)

DATA USE IN COUNSELING

Data is used in the school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be evaluated on an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the counselor to reflect on his/her practice, make adjustments to programming as needed, and is coordinated with building level school improvement initiatives.

ACTION PLANS

Each Concord School Building has developed their own action plan based on the ASCA Mindsets & Behavior.

[ASCA Mindsets & Behaviors](#)

Daily activities throughout the year:

- Individual, small group, and large group counseling with students
- Collaboration with teachers, parents, and other stakeholders
- Consultation with mental health and community services agencies
- Coordinate student support programs and services

Elementary School Counselor at a Glance

<p>August</p> <ul style="list-style-type: none"> ● Open House ● Organize 504's/Deliver to teachers ● Organize Friday Food Bag Program ● Prepare i-Ready testing for K-2 students 	<p>September</p> <ul style="list-style-type: none"> ● Start with Hello Week ● Classroom Lessons <ul style="list-style-type: none"> ○ Meet the Counselor ○ Respect ● Parent Teacher Conferences
<p>October</p> <ul style="list-style-type: none"> ● Wrap up K-2 testing ● Red Ribbon Week ● Classroom Lessons <ul style="list-style-type: none"> ○ Drug Awareness/Prevention ○ Responsibility ● 1st Quarter Atten"dance" Party 	<p>November</p> <ul style="list-style-type: none"> ● World Kindness Day (13th) ● Classroom Lessons <ul style="list-style-type: none"> ○ Anti-Bullying ○ Cooperation
<p>December</p> <ul style="list-style-type: none"> ● 2nd Quarter Atten"dance" Party ● Classroom Lessons <ul style="list-style-type: none"> ○ Compassion ● Christmas <ul style="list-style-type: none"> ○ Dream Center Coordination ○ Angel Tree 	<p>January</p> <ul style="list-style-type: none"> ● Classroom Lessons <ul style="list-style-type: none"> ○ Career Choices ○ Self-Motivation
<p>February</p> <ul style="list-style-type: none"> ● National School Counseling Week ● Random Acts of Kindness Week ● Classroom Lessons <ul style="list-style-type: none"> ○ Problem Solving ○ Self-Control 	<p>March</p> <ul style="list-style-type: none"> ● Classroom Lessons <ul style="list-style-type: none"> ○ Friendships ○ Honesty ● 3rd Quarter Atten"dance" Party
<p>April</p> <ul style="list-style-type: none"> ● Classroom Lessons <ul style="list-style-type: none"> ○ Focus 	<p>May</p> <ul style="list-style-type: none"> ● Classroom Lessons <ul style="list-style-type: none"> ○ Summer Safety ○ Citizenship ● Awards Ceremony ● Preparation for next school year

High School Counselor at a Glance

<p>August:</p> <ul style="list-style-type: none"> • Open House • Schedule Changes • Seventh Grade Orientation • New Student Registration/Scheduling • Edgenuity Registration New Students • Senior Transcript Review 	<p>September:</p> <ul style="list-style-type: none"> • Planning for College Fairs with Career Coach • Project: College Bound UACCB planning • Financial Aid Presentation preparation • Set up FSA I.D.'s
<p>October:</p> <ul style="list-style-type: none"> • FAFSA Night's for students/parents • Upward Bound presentations/recruitment • Arkansas Rehabilitation Counselor visits • Parent/Teacher Conferences • ASVAB preparation • Red Ribbon Week • ACT ASpire Interim • Registration begins for Concurrent Students for Arkansas Tech/Spring • Cycle 2 responsibilities/corrections 	<p>November:</p> <ul style="list-style-type: none"> • ASVAB test administration • Project: College Bound presentation at UACCB for Seniors • ASMSA presentation for 9th, 10th, & 11th Graders • Registration continues for any student to take Concurrent Courses through Arkansas Tech/Spring • Upward Bound Applications due
<p>December:</p> <ul style="list-style-type: none"> • Angel Tree participation • Dream Center participation/presentation • ASMSA applications due for following year • Schedule changes begin for Spring semester 	<p>January:</p> <ul style="list-style-type: none"> • Calculate, based on 7 semester transcripts, honor graduates • Schedule changes for spring semester concludes • Implement new students' grades on transcripts • Senior Transcript review and updates
<p>February:</p> <ul style="list-style-type: none"> • Begin Concurrent presentations for Arkansas Tech/Virtual Arkansas • Student Success Planning/folder updates • African American Awareness Month • Distribute Master Schedule Survey grades 9-12 	<p>March:</p> <ul style="list-style-type: none"> • ACT test administration-Juniors • Student Success Planning/folder updates • ACT Aspire Interim testing • Spring Break free lunch survey • Junior Financial Aid orientation • Scheduling begins • Concurrent packet distribution
<p>April:</p> <ul style="list-style-type: none"> • ACT Aspire-summative • AP test prep • Virtual Arkansas prep/training • Boys/Girls State applications finalized • Schedules for Fall semester completion • Graduation preparation • Junior Transcript review 	<p>May:</p> <ul style="list-style-type: none"> • Baccalaureate Service • Graduation Ceremony • Final Transcripts preparation senior class • Final Transcripts sent to post-secondary institutions • AP Testing • ACT Aspire final interim • PGP prep for next school year • Scheduling loaded in eschool for Fall • Prep for next school year • Summer calendar completed

DELIVERY

Act 190, The School Counseling Improvement Act, states that school counselors shall spend at least ninety percent (90%) of their time each month, on student contact days, providing direct and indirect counseling services to students.

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of their time each month, on student contact days, engaging in administrative activities.

DIRECT, INDIRECT, AND ADMINISTRATIVE

The School Counselor provides direct, indirect, and administrative services at Concord Public Schools.

Direct Services (90%)	<ul style="list-style-type: none"> ● Classroom guidance lessons, monthly ● Small group counseling sessions, weekly ● Individual counseling ● Crisis Counseling ● Orientation for new students ● Academic advisement ● Assessment interpretation ● Attendance support ● Responsive Services ● School-wide programs ● Community/Business Partnerships ● Scholarship/Financial Aid Guidance ● Student Success Plans Coordinator ● Follow-Up with Graduates and Students at risk of dropping out. ● Individual Age-Appropriate Career Education Guidance and Vocational Decision-Making
Indirect Services (90%)	<ul style="list-style-type: none"> ● Consultation with parents ● Consultation with teachers ● Consultation with administration ● Consultation with community agencies ● Referrals for mental health services ● Parent communication ● Teacher communication ● District 504 Coordinator ● 504 Plan meetings/review with parent/teacher ● Elementary Friday Food Bag Coordinator ● Member of the leadership team ● Student Schedules ● Concurrent Credit Enrollment ● Transcript creation and maintenance

	<ul style="list-style-type: none"> ● Registration of new students
Administrative (10%)	<ul style="list-style-type: none"> ● Parental Involvement ● Leadership ● Handbook ● Personnel Policy ● Elementary Emergency Response Team ● Planning Counseling Lessons ● Planning Small Group Sessions ● Planning, managing, and evaluated school counseling program ● Morning and Afternoon Car line duty ● District Foster Care Liaison ● District 504 Coordinator ● Concurrent Credit Enrollment ● Master Schedule development and implementation ● Emergency Response Team ● AP Coordinator ● New Student Registration ● NCAA/NAIA updates and records review ● Custodian of permanent files including sending records ● PSAT Coordinator ● High School Office Lunch Duty ● ASVAB Coordinator ● Building Parent and Family Coordinator ● Handbook Committee Member ● Mental Health Liaison

OTHER COMPONENTS

- **UNDERSTANDING THE RELATIONSHIP BETWEEN CLASSROOM PERFORMANCE AND SUCCESS IN SCHOOL**

The school counselor assists students in understanding the relationship between school and classroom performance and their future college and career aspirations. This process begins in early grades and continues throughout the student’s education. To assure that these needs are met, the counselor has the following primary responsibilities:

- ❖ Provide classroom guidance sessions for all students.
- ❖ Counsel small groups of students.
- ❖ Counsel individual students.
- ❖ Consult with teachers, parents, and staff.
- ❖ Consult with outside agencies.
- ❖ Conduct classroom observations for students referred for evaluation for learning disabilities.
- ❖ Inform students and their parents about special programs/specialists.
- ❖ Serve as mediator for parties involved in conflicts.

- ❖ Assist with orientation activities.
- ❖ Assist with scheduling of students by establishing academic goals.
- ❖ Consult with parents, faculty, and outside agencies to resolve student problems or meet their needs.

- **ACADEMIC ADVISEMENT**

Academic advisement begins in elementary and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short- and long-term goals for educational decision making including the selection of courses designed to help students prepare for college and career plans.

- ❖ Academic advisement and goals are established for all students.
- ❖ Varied curriculum is provided.
- ❖ Counselors and administrators work with advisors on academic planning.
- ❖ Parent Teacher Conferences are held in the fall to discuss academic performance.
- ❖ Student Success Planning Sessions (SSP's) are held in the spring to plan/discuss four year plans as well as post-graduation plans.
- ❖ Vocational training is provided to interested students through ASU Heber Springs
- ❖ Concurrent Credit courses are available through ATU, UACCB, ASU Heber, and Advanced Placement Exams.
- ❖ Provide classroom lessons/activities related to the world of work, career choices, and the skills, aptitudes, and interests required for different occupations.
- ❖ Students are reminded of the necessary skills that they will need in order to be an efficient and productive worker.
- ❖ Schedule members of our community to come in and share their career with our students.
- ❖ Students are provided opportunities to meet with college and military recruiters as well as work force opportunities through these groups being invited to the school to speak with seniors during advisory as well as being present for fall Parent-Teacher Conferences for both students and parents.
- ❖ GUIDE for Life

- **ORIENTATION OR TRANSITION**

Orientation is a process for students, teachers, parents, and stakeholders to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school.

- ❖ Open House in the Fall
- ❖ "Back to School Bash"
- ❖ Kindergarten Registration in the Spring
- ❖ Ambassador Program for 6th Grade students
- ❖ 6th to 7th Grade Transition Meeting in the Spring and Fall

- **INTERPRETATION OF STUDENT ASSESSMENTS**

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum.

- ❖ Counselors help students, teachers, and families understand assessment data
- ❖ Assessment data is used to identify possible activities to help close the gap for certain skills

- **CAREER AWARENESS AND PLANNING IN SCHOOL COUNSELING PROGRAMS**
 - ❖ 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.
 - ❖ Provide classroom lessons/activities related to the world of work, career choices, and the skills, aptitudes, and interests required for different occupations.
 - ❖ Students are reminded of the necessary skills that they will need in order to be an efficient and productive worker.
 - ❖ Schedule members of our community to come in and share their career with our students.
 - ❖ Students are provided opportunities to meet with college and military recruiters as well as work force opportunities through these groups being invited to the school to speak with seniors during advisory as well as being present for fall Parent-Teacher Conferences for both students and parents.
 - ❖ GUIDE for Life
 - ❖ At the high school level, we utilize the Kuder Career Guidance System. Act 930 of 2017 defines a Student Success Plan (SSP's) as "a personalized education plan intended to assist students with achieving readiness for college, career, and community engagement." Student Success Plans are developed by school personnel, in collaboration with parents and the student, and updated annually. The Student Success Plan is a working plan that is dynamic and visited periodically by the student and an advisor or mentor to support the overall success of the student to graduate ready for postsecondary opportunities. Every student, grades 8 and above, will have a Student Success Plan, and a large part of this process will be utilizing the Kuder Career Guidance System.

- **SOCIAL AND EMOTIONAL SKILL DEVELOPMENT**
 - ❖ Classroom, small group, and individual lessons are given to help students learn to regulate emotions and resolve conflicts responsibly.
 - ❖ Counselors will use the G.U.I.D.E for Life to facilitate social and emotional learning.
 - ❖ Counselors will utilize resources from the Karen Purvis Trauma Based Relational Intervention to help students learn effective ways to regulate their emotions.

- **BULLYING PREVENTION**

The School Counselors at Concord School District address bullying prevention through age appropriate lessons and activities.

 - ❖ Elementary students are educated on bullying awareness, prevention, and how to seek help.
 - ❖ Anti-Bullying Posters are posted in classrooms, bathrooms, and other common areas
 - ❖ Bullying Reporting forms are made available through the schools website and counselor sites.

- **SUCIDE PREVENTION**

The School Counseling Department follows the ADE Guidance and School Counseling Suicide Prevention Resources:
<http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/student-support>

The counselors at Concord School District work vigilantly to help educate students and staff about the possible signs of students who may be at risk for suicide.

- ❖ Suicide Awareness posters are posted in common areas
- ❖ Crisis assessments are conducted immediately for a student who is identified to be at risk
- ❖ Mental Health service providers work closely with the school counselors to assist in assessments
- ❖ Hotline numbers and other resources are available to students and staff
- ❖ Staff members make immediate referrals to the counselor when they identify a student to be at risk for self-destructive behavior.
- ❖ Any student who is referred is screened by the counselor, parents are notified, and a referral is made to a mental health professional.
- ❖ If a student death occurs, the faculty will be notified immediately. Staff members will meet so that complete, accurate information can be disseminated and plans for the aftermath of the tragedy can be reviewed.
- ❖ Additional counseling services provided by representatives of area mental health agencies, members of the ministerial alliance, and other school district counselors will be made available to students and staff members.

- **AT-RISK STUDENTS**

At-risk children are those enrolled in school or eligible for enrollment whose progress toward graduation, school achievement, preparation for employment, and future productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are children with special needs for whom expectations are often low. Appropriate steps will be taken to identify at-risk students and determine the appropriate services that are needed.

- ❖ Follow up on students who are absent from school
- ❖ Reach out to families in need

ACCOUNTABILITY

The Concord Public School Counselor reflects on and evaluates the comprehensive program to ensure that the needs of CSD students are being met and that changes in student behavior are noticeable due to interventions provided by the program.

TOOLS USED TO ASSESS THE PROGRAM:

- ❖ Use of time calculator
- ❖ Needs Assessments
- ❖ Surveys to teachers
- ❖ Surveys to students
- ❖ Surveys to families
- ❖ School Counseling Self Assessment
- ❖ School Counselor TESS

To share results of the school counseling program, school counselors will develop the following:

- ❖ Handouts
- ❖ Posts to School Website
- ❖ Posts to School Counseling Sites
- ❖ Counseling Brochure
- ❖ Newsletter
- ❖ Data Reports
- ❖ Updated Comprehensive School Counseling Plan

SCHOOL COUNSELOR REFLECTION

ADDITIONAL RESOURCES

Research Supporting Comprehensive School Counseling Programs

American School Counselor Association (ASCA) Empirical Research Studies Supporting the Value of School Counseling

<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf> The School Counselor and Comprehensive School Counseling Programs
https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf

National Association for College Admission Counseling (NACAC): Effective Counseling in Schools Increases College Access

https://www.nacacnet.org/globalassets/documents/publications/research/2018_soca/soca18.pdf

University of Massachusetts Amherst Paving the Road to College: How School Counselors Help Students Succeed

<https://www.umass.edu/schoolcounseling/uploads/TheChicagoReport.pdf> Effectiveness of School Counseling <https://wvde.state.wv.us/counselors/administrators/Effectiveness+of+School+Counseling.pdf>

Measuring the Impact of School Counselor Ratios on Student Outcomes

<https://www.schoolcounselor.org/asca/media/asca/Publications/Effectiveness-RatiosOutcomesResearchReport.pdf>

Exploring the Career and College Readiness of High School Students Serviced by RAMP and NonRAMP School Counseling Programs in North Carolina

<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness-CCRResearchReport.pdf>

Promoting Positive Youth Development Through School-based Social and Emotional Learning Interventions: A Meta-analysis of Follow-up Effects

<https://casel.org/2017-meta-analysis/>

The Economic Value of Social and Emotional Learning

<http://blogs.edweek.org/edweek/rulesforengagement/SEL-Revised.pdf>

ASCA Position Paper - The School Counselor and Trauma-Informed Practice

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_TraumaInformed.pdf

ASCA Position Paper - The School Counselor and Social/Emotional Development

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf

ASCA Position Paper - The School Counselor Multi-Tiered System of Supports

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_MultitieredSupportSystem.pdf

The School Counselor and Mental Health

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf

ADE Student Support Toolkit (Suicide Prevention, Bullying, Military Families, New Legislation, and School Health Services)

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

Glossary of Terms

Academic Advisement is provided for class selection by establishing academic goals in elementary, middle, and high school.

Action or Closing the Gap Plans are developed to identify how goals will be implemented including strategies, competencies, activities, timeline, milestones and means of evaluation.

Advisory council is a representative group of stakeholders who review the comprehensive school counseling plan and provide feedback and recommendations to the counseling staff, administration, and district.

Advocacy is the process of identifying underrepresented students and supporting them in their efforts to reach their highest potential as well as actively supporting the profession of school counseling and supporting policies that promote student success.

Calendars are maintained by school counselors and are distributed to educators, students, and parents regularly. Planning, visibility and credibility are enhanced by effective use of an annual school counseling program calendar, monthly calendars, and a weekly calendar.

Career planning process helps students attain skills and attitudes and identify opportunities for successful transition from high school to post-secondary training or education.

Chairing includes presiding over meetings and committees.

Classroom counseling lessons, or core curriculum, is the curriculum component of school counseling that consists of developmentally appropriate lessons designed to assist students in achieving desired competencies and is presented systematically through classroom and group activities.

Comprehensive School Counseling Programs are an integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career and social/emotional development to promote academic achievement and meet developmental needs. School counseling programs are based on the developmental age of the students and are conducted on a consistent and planned basis to assist students in achieving specified competencies.

Consultation is used to provide school counseling feedback and support while communicating with educators and stakeholders concerning student problems and needs.

Coordination includes organizing, scheduling, and providing documentation for programs and assessments.

Data-driven identifies systems that make decisions concerning future actions that are based on information, survey reports, assessments, statistics or other forms of data.

Delivery systems identify how the comprehensive school counseling program is organized and delivered.

Direct services are counseling services that are provided directly to students: individual, small group, classroom core curriculum lessons, and responsive services. They are provided in a face-to-face format.

Ethical standards are adhered to by school counselors. They include ethical, legal and professional standards developed by the state educational agency and national school counseling organizations.

Evaluation is used to determine progress on the implementation of goals, action plans, or comprehensive school counseling programs.

Foundation identifies the beliefs, vision, mission, and goals set forth in the comprehensive school counseling plan.

Gaps are identified when desired student outcomes are not being met by a student or small group of students. Data is reviewed to evaluate current student levels of performance to find areas of concern that can be addressed.

Indirect services include consultations between a parent or legal guardian, school staff, and community agencies concerning a student's academic, career and social and emotional needs. It also includes referrals for more frequent and more intensive interventions on behalf of a student or small group of students.

Individual student planning is used to coordinate ongoing systemic activities designed to assist individual students in establishing personal goals and developing future plans.

Leadership is an essential skill for school counselors as they develop and manage a comprehensive school counseling program. It supports academic achievement and student development, advances effective delivery of the comprehensive school counseling program, promotes professional identity, and overcomes challenges or role inconsistency. (Shillingford & Lambie, 2010)

Management system addresses the allocation of resources to best address the goals and needs of the program.

Mission statements outline steps to accomplish the vision. They identify the Who, What, How, and Why for students. Mission statements must be aligned with the mission of the school system within which the program operates.

Orientation is a process for students, teachers, parents, and stakeholders to learn about the school counseling program, the roles of the school counselor, and the services available to students, families, and staff. Orientation can also help students make smoother transitions from one school setting to another.

The G.U.I.D.E. for Life defines essential knowledge, attitudes and skills students should obtain to help them get along with others, communicate well, and make positive contributions in the workplace and beyond.

Outcome or results data demonstrate that learning, performance or behavioral change has occurred. How are students different as a result of the school counseling program?

Process/Participation data measures what students and others observe or perceive regarding knowledge gained, attitudes and beliefs held or competencies achieved.

Perception/Mindsets and Behaviors data answers the question “what.” It describes the activity that is occurring; the target population and how many students are affected.

Self-Assessment is the assessment used to review strengths of the school counseling program, and areas for improvement. Data from the profile is used to guide the school counseling program.

Responsive services meet students’, parents’, and teachers’ immediate need for intervention, referral, consultation, or information.

Risk analysis is the procedure identified in the Standard Operating Procedures and is based on the review of comprehensive school counseling plans that are posted on district websites as well as other district data and technical assistance needs. Support is provided to districts based on multi-tiered identified risks.

School Counseling Assessments are tools used to measure the strength of the implementation of the comprehensive school counseling program. Data from assessments can be used to identify student needs and show student growth (pre/post-test).

Social/Emotional Development maximizes each student’s individual growth and social maturity in the areas of personal management, social interaction, and self-efficacy. Standard Operating Procedures provide information and guidance on the process that will take place to ensure that school counselors are providing multi-tiered comprehensive support to all students.

Systemic Change is change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

System support consists of professional development, consultation, collaboration, teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling program.

Vision Statements identify what you want to see going forward in your comprehensive school counseling program (what is the picture you see in your mind about your students’ success)? They identify long-range, desired outcomes for students.

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Division of Elementary and Secondary Education Guidance and School Counseling
<http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/professional-school-counseling-resources>

American School Counselor Association
<https://www.schoolcounselor.org>

Arkansas School Counselor Association
<https://www.arschoolcounselor.org/home/home/>

Arkansas Counseling Association
<http://www.arcounseling.org>

College Board Counselor Resources
<https://professionals.collegeboard.org/guidance/counseling/counselor-resources>

ACT Counselor Resources
<https://www.act.org/content/act/en/k12-educators-and-administrators/counselor-toolkit.html>

RTI Arkansas
<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/rti>

School Profile

Profile Year: 2021-2022

District Name: Concord Public Schools

School Phone Number: (870) 668-3844

School Website: www.concordschools.org

Superintendent: Mr. Travis Fletcher

Concord is a rural community located 18 miles Southwest of Batesville, AR and 22 miles Northeast of Heber Springs, AR. Population is approximately 245.

	Elementary	High
K-12 Principal	Mr. Scott Whillock	
K-12 Counselor	Mrs. Priscilla Johnson	
Grade Range	K-6	7-12
Student Count	201	193
Grading Scale	K-Standards Based 1-6-State Scale (traditional letter grade)	7-12-State Scale (traditional letter grade)
Programs	<ul style="list-style-type: none"> ● Gifted and Talented ● I-Ready School ● Trauma Informed Classrooms 	<ul style="list-style-type: none"> ● Gifted and Talented ● Pre-AP program ● AP program ● Concurrent Credits ● Virtual/Digital Credit Recovery Program ● Trauma Informed Classrooms

