

Lake Hamilton School District
Comprehensive School Counseling Plan



“One Pack. One Purpose. Our students' success!”

Lake Hamilton School District

205 Wolf Street
Pearcy, AR 71964
(501)767-2306

Shawn Higginbotham, Superintendent

shawn.higginbotham@lhwolves.net

JJ Humphries, Asst. Superintendent

jj.humphries@lhwolves.net

Jeff Britt, Asst. Superintendent

jeff.britt@lhwolves.net

Lake Hamilton Primary School

Counselor: Jill Burton
jill.burton@lhwolves.net

Counselor: Amy Humphries
amy.humphries@lhwolves.net

Principal: Allyson Petty
allyson.petty@lhwolves.net

Lake Hamilton Elementary School

Counselor: Allison Spraggins
allison.spraggins@lhwolves.net

Counselor: Deidra Cain
deidra.cain@lhwolves.net

Principal: Kevin Catlett
kevin.catlett@lhwolves.net

Lake Hamilton Intermediate School

Counselor: Shanna Lamm
shanna.lamm@lhwolves.net

Counselor: Karyn Cannon
karyn.cannon@lhwolves.net

Principal: Stacy Howell
stacy.howell@lhwolves.net

Lake Hamilton Middle School

Counselor: Vicki Doss
vicki.doss@lhwolves.net

Counselor: Katelyn Taylor
katelyn.taylor@lhwolves.net

Principal: Clint Jones
clint.jones@lhwolves.net

Lake Hamilton Junior High School

Counselor: Dana Gregory
dana.gregory@lhwolves.net

Counselor: Jennifer Coats
jennifer.coats@lhwolves.net

Principal: Jason Selig
jason.selig@lhwolves.net

Lake Hamilton High School

Counselor: Andrea Crawford
andrea.crawford@lhwolves.net

Counselor: Traci Britt
traci.britt@lhwolves.net

Counselor: Hollie Collatt
hollie.collatt@lhwolves.net

Principal: Donald Westerman
donald.westerman@lhwolves.net

Foreword

Lake Hamilton School District school counselors provide a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple topics. This plan serves as a guide for Lake Hamilton school counselors to develop and personalize for use at each school. It includes information about legislation and Rules regarding public school student services planning, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling programming.

The American School Counselor Association defines a comprehensive school counseling program as an “integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.” Arkansas school counselors can utilize The Arkansas School Counselor Comprehensive Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students in regard to the role, function, and job skills required of the school counselor.

Foundation

The foundation serves as the solid ground upon which the comprehensive school counseling program is built. The purpose of this component 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. This section of the manual offers an outline for a comprehensive school counseling program.

Vision, Mission, and Belief Statement

VISION STATEMENT

Lake Hamilton School counselors believe that every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizenship to positively impact their future.

MISSION STATEMENT

The mission of the Lake Hamilton School Counseling Program is to provide ALL students equitable access to a comprehensive school counseling program that will help them succeed socially, emotionally, and academically to prepare them for future careers.

BELIEF STATEMENTS:

Lake Hamilton School Counselors believe:

- ALL students can learn and achieve academic greatness when encouraged and nurtured in a respectful environment.
- nurturing ALL students' social and emotional well-being will encourage academic development and future success.
- the school counselor's role is to provide a data driven, developmental counseling program to meet the needs of ALL students through a guidance curriculum, individual student planning, responsive services, and system support.
- the school counseling program will promote the following: an understanding of and respect of self and others; problem-solving and decision-making; emotional-management skills; skills for learning; and the influence of academic habits on career success.
- ALL students' cultural differences should be compassionately considered for their unique qualities and needs.
- collaboration with families, stakeholders, and community resources is a priority for student success.

Annual Goal

District Goal: Increase student attendance and participation on-site by 3% by the end of 2023-24 school year through identifying disconnected students, tracking attendance, student intervention meetings, and providing incentives at each building level to help students succeed in all areas.

Data:

Chronic Absence Data from 2022-2023 School Year

LHPS	LHES	LHIS	LHMS	LHJH	LHHS
# of Students with 10% or higher absences	# of Students with 10% or higher absences	# of Students with 10% or higher absences	# of Students with 10% or higher absences	# of Students with 10% or higher absences	# of Students with 10% or higher absences
KG- 96	2nd- 37	4th- 71	6th- 31	8th- 22	10th- 38
1st- 62	3rd- 32	5th- 70	7th- 67	9th- 38	11th- 26
					12th- 29

Chronic Absence data from 2021-2022 School Year

LHPS	LHES	LHIS	LHMS	LHJH	LHHS
# of Students with 9.5% or higher absences	# of Students with 9.5% or higher absences	# of Students with 9.5% or higher absences	# of Students with 9.5% or higher absences	# of Students with 9.5% or higher absences	# of Students with 9.5% or higher absences
KG- 97	2nd- 54	4th- 101	6th- 78	8th- 70	10th- 65
1st- 83	3rd- 92	5th- 91	7th- 88	9th- 82	11th- 75
					12th- 42

Baseline Data: Chronic Absence data from 2020-2021 School Year

LHPS	LHES	LHIS	LHMS	LHJH	LHHS
# of Students with 10% or higher absences	# of Students with 10% or higher absences	# of Students with 10% or higher absences	# of Students with 10% or higher absences	# of Students with 10% or higher absences	# of Students with 10% or higher absences
KG- 89	2nd- 71	4th- 60	6th- 35	8th- 76	10th- 64
1st- 76	3rd- 74	5th- 94	7th- 48	9th- 64	11th- 74
					12th- 54

Data Sources: Weekly attendance logs provided through eschool at each building level.

Action Plan:

School counselors at each level will support stakeholders in efforts to:

- Track weekly attendance provided through attendance logs.
- Identify students that are at-risk of chronic absenteeism based on state guidelines.
- Contact parents/guardians to determine attendance issues.
- Meet with students at risk for chronic absenteeism.
- Serve on support teams designing plans for attendance issues.
- Advocate for student's education in the legal system if needed.
- Provide incentives for adequate attendance.
- Involve support staff including (social workers, administrators, teachers, and dean of students
- Review data to look for trends in subpopulations to make interventions for students and families.
- Help solve the barriers faced with attendance by providing resources

SEL Standards Focus to Achieve Annual Goal:

LHSD counselors will focus on the following ASCA Mindsets and Behaviors for Student Success by implementing selected lessons from G.U.I.D.E. for Life. We will emphasize the following mindsets and behaviors to achieve our program goal:

- Mindset Standard 1.3: Sense of belonging in the school environment
- Behavior Standard 2.1: Self-Management Skill-Demonstrate ability to responsibility

Incentives:

During the 2022-2023 school year, incentives at each grade level will be provided for 98% attendance (approximately 2 absences.)

Primary Incentives: When a teacher and all students are present and on time that classroom will receive a wolf to place outside their classroom door. When the classroom accumulates 10, 15, 20, 25 and 30 wolves etc. the classroom will be rewarded based on a tiered reward system.

Elementary Incentives: Class reward for spelling out "OUR PACK'S ALL HERE," receiving a letter for each day of homeroom perfect attendance. Reward day every 9 weeks for individual perfect attendance. Prizes awarded through drawing at the end of the year for individual attendance incentive goals met.

Intermediate Incentives: Class rewards for spelling out “OUR PACK’S ALL HERE,” receiving a letter for each day of homeroom perfect attendance. Reward day every 9 weeks of perfect attendance. Prize awarded for each semester of perfect attendance.

Middle School Incentives: Reward day every 9 weeks for 2 or less absences and 2 or less tardies. Students will be allowed to participate in Wolf Time Games.

Junior High Incentives: Monthly reward days based on attendance

High School Incentives: Semester test exemptions for perfect attendance (reviewed at the end of each quarter).

Goal Tracking: School counselors at each level will review attendance trends on a quarterly basis with their administration to determine best steps to continue towards the goal of increasing attendance by 3% from the end of the school year.

Program Assessment

Review Procedures:

LHSD school counselors will meet monthly to evaluate and improve areas of growth on the self-assessment. The self-assessment will be completed at the end of each school year.

Self Assessment Links	
Self Assessments	Reflections
Self-Assessment 2021-22	Reflection 2021-22
Self-Assessment 2022-23	Reflection 2022-23

Administrative Conference

Lake Hamilton School Counselors and administrators will meet at the beginning of the year to go over the comprehensive school counseling plan and counseling management agreement.

[LHSD Counseling Management Agreement](#)

Advisory Council

Lake Hamilton School District School Counselor Advisory Council:

The Lake Hamilton School District School Counselor Advisory Council consists of a representative group of stakeholders which includes parents, students, school district employees, and community members along with the school counselors. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program. The Lake Hamilton School District School Counselor Advisory Council will meet once each semester.

Advisory Council members:

- 2 Parents - one with a child in grades K-5 and one with a child in grades 6-12
- 2 Students from different buildings
- 2 Teachers – one from grades K-5 and one from grades 6-12
- 1 Staff Member from New Horizons
- 1 School Administrator
- 1 Community Member from a mental health agency
- 1 Community Member from National Park College
- 2 Community Members from business and industry
- 1 School Counselor from each building

Advisory Council Planning:

The Lake Hamilton School District School Counselor Advisory Council will meet two times each semester in the Lake Hamilton Arena Alumni Room. The dates and agenda will be posted [here](#).

**The LHSD Counseling Advisory Council is in early stages of development and the goal of the program is to move the needs assessment survey and council meeting dates up in the school year for 2023-2024. The future timeline will reflect the following changes: Needs Assessment Survey Date-Last week in August, Initial Advisory Council Meeting-Early September, Additional Council Meetings-November, February, and May.*

Planning and Results Documents:

Documents have been developed for the school counseling program including the following components of the Arkansas Comprehensive School Counseling Plan:

- Counseling Calendar
- School Data Profile
- Use-of-Time Assessment
- School Counseling Program Goal
- Accountability Results/Reflection from Previous Year

Use of Time Data

Lake Hamilton School counselors plan to track time spent providing direct and indirect services to students to meet Act 190 recommendations this school year. A link to each building's use of time will be provided below at the end of the school year.

Buildings	Use of Time Tracker (one month)
Primary	Documented by hand in a book designated to keep track of our time
Elementary	Documented by hand in a book designated to keep track of our time
Intermediate	22-23 Use of Time
Middle	Documented by hand in a book designated to keep track of our time
Jr. High	Documented electronically
High School	Documented by hand in a book designated to keep track of our time

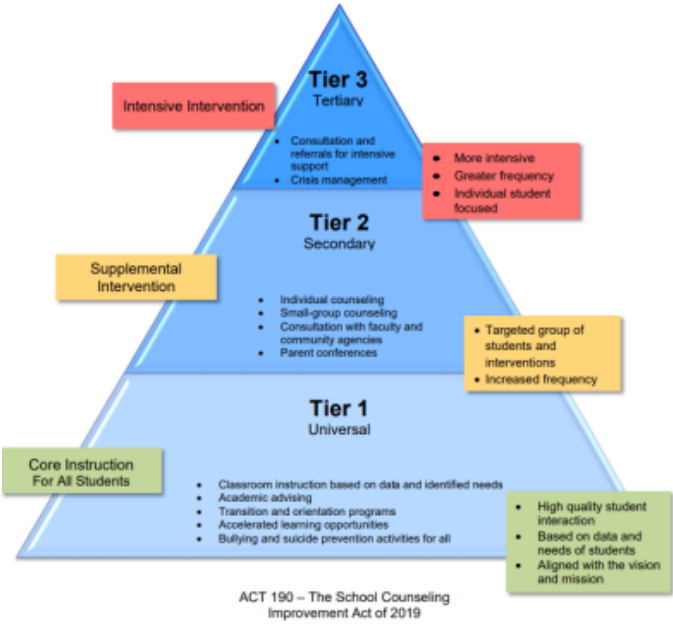
Annual Calendars

K-5 Annual Calendar	6-12 Annual Calendar
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Multi-Tiered Services

Multi-Tiered Services:

Lake Hamilton school counselors provide a multi-tiered system of direct counseling services as shown in the diagram below:



<p>Tier 3: FEW Services designed to provide personalized, intensive, intensive support and opportunities for FEW</p>	<p>Example: School-based Mental Health Agencies work in conjunction with school counselors to help serve students who need more intensive or specialized support. LHSD social workers partner with school counselors to provide assistance to families in need.</p>
<p>Tier 2: SOME Services designed to provide additional, specialized support and opportunities for SOME</p>	<p>Example: Counselors review attendance and serve on task forces to implement strategies proven to decrease chronic absenteeism. Small groups are held based on needs assessments and stakeholder feedback. Based on parent, teacher, or self-referral students are provided with individual counseling services.</p>
<p>Tier 1: ALL Services designed to provide universal, high quality, equitable access for ALL students</p>	<p>Examples: Counselors teach classroom lessons on guiding principles from the GUIDE for Life discussing overall social/emotional wellness.</p>
<p style="text-align: center;">Outcome data will be used in all tiers to evaluate the effectiveness of services.</p>	

Direct Services

Classroom guidance lessons:

Lake Hamilton School counselors conduct planned classroom guidance lessons. Lessons are age appropriate and a collaborative effort with teachers to use the information to reinforce goals for students in the areas of academic, social/emotional and career development. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in the development of the whole student. Classroom guidance provides students the opportunity to be engaged in discourse and collaboration. It allows them to discuss “what-if” scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

Individual and Small Group Counseling

Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.

Individual and Small group lessons include but not limited to:

- **Character Education**
- **Friendship**
- **Grief**
- **Divorce**
- **Anger Management**
- **Study Skills**
- **Acceptance of Others**
- **Self Esteem**
- **Military Deployment Family Support**
- **Self-Responsibility**
- **Anti-Bullying**
 - **Programs in place for anonymous reporting**
 - **Email scanning through Social Sentinel**
Mental Health Counselor and Guidance Counselor address as the need arises.
GoGuardian monitors student searches and topics of interest.
- **Career Education**

Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group

approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

Responsive Services

Counselors will be available to meet the needs of students and the school community during a time of crisis. School counselors will make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety). Counselors will be available to students requesting individual support and/or for situations requiring mediation among a group of students.

School Based Mental Health Procedures

[School Based Mental Health Procedures](#)

Indirect Services

Consultation and Coordination

An important part of the counselor's role is to collaborate with teachers and parents. **Lake Hamilton School Counselors** work with teachers and administrators to help create school environments that encourage student growth and learning.

Consultation can include:

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

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

Orientations & Transitions

Primary	Incoming kindergarten and first grade students are given tours through their upcoming building and classrooms to become familiar with the school before entering their next grade. Incoming kindergarten students are also given a kindergarten screener to help with placement for the upcoming school year.
Elementary	Incoming second grade students are provided a walking tour through our building and into classrooms to become familiar with the school before entering second grade. Third grade students visit Lake Hamilton Intermediate's building to familiarize themselves with next year's building. Open House/Orientation nights are scheduled for the week before school starts. Parents and students are invited to meet their teacher and school staff, staff members are on hand to educate about their role in the building, and guidance is given to students requiring special services.
Intermediate	Incoming 4th grade students are provided a walking tour through our building into classrooms to become familiar with the school before entering 4th grade. Outgoing 5th grade students visit Lake Hamilton Middle School's building to familiarize themselves with next year's building and attend an orientation event in August.
Middle	Incoming 6th and 7th grade students are invited to attend an event in August where students are given their schedules, meet faculty and staff, and tour the building for the upcoming school year. As new students enter the district during the year, they are given a tour of the building by our counselor's office helpers, receive school supplies from the district, and phone call from the principal. New students are invited to an orientation small group. Student council members mentor new students as well.
Junior High	Incoming eighth grade students and ninth grade students who are new to the district, along with their parents, are invited to attend an orientation prior to the beginning of school where they receive schedules and are provided with an opportunity to tour the building and meet the teachers and school staff. An open house is also held for all junior high students to attend.
High School	Incoming tenth graders, new and/or returning students to the district, and parents will attend an orientation to introduce students to building staff, the high school environment. During this time they are also given an opportunity to walk through the high school and surrounding facilities.

Academic Advisement

K-5	Students are advised and supported academically in the following ways: <ul style="list-style-type: none">● G.U.I.D.E. for Life teaches students social emotional skills to be academically successful● Counselors collaborate with stakeholders to ensure academic success● Students and families are advised about intervention and enrichment opportunities
6-12	Students are advised and supported academically in the following ways: <ul style="list-style-type: none">● G.U.I.D.E. for Life teaches students social emotional skills to be academically successful● Counselors collaborate with stakeholders to ensure academic success● Students and families are advised about intervention and enrichment opportunities● Students and families are advised about elective choices for the upcoming school year● Students and families are advised about credits and state course requirements for graduation● Students are guided in planning for college and/or careers beyond graduation by attending course selection conferences with parents and advisors

Social Emotional Learning

Lake Hamilton School District has adopted the Arkansas Department of Education G.U.I.D.E. for Life Social Emotional Learning Curriculum. Each build creates a plan to deliver curriculum to all students through classroom teachers.

G.U.I.D.E. for Life Curriculum Delivery Plans per Building	
Primary	Lake Hamilton Primary School counselors send prepared G.U.I.D.E. for Life lessons and bring in speakers to address the G.U.I.D.E. for Life principles when relevant. They also present whole group lessons.
Elementary	Lake Hamilton Elementary School counselors focus on one guiding principle per month. Guidance lessons, cross curriculum instruction, and staff in the building promote the principle during the focus month and students are recognized and rewarded for exemplifying that character trait. Information about the guiding principle is also shared with parents via SeeSaw messages, activities sent home, and social media postings.
Intermediate	Lake Hamilton Intermediate School counselors focus on one-two guiding principles per month. Counselors prepare guidance lessons on the guiding principles, and provide resources, and cross-curriculum activities for teachers to use in their classroom.
Middle	Lake Hamilton Middle School counselors send prepared G.U.I.D.E. for Life Lessons for teachers to present to advisory classes once a month.
Junior High	Lake Hamilton Junior High School Counselors send prepared G.U.I.D.E for Life Lessons for teachers to present to advisory classes once a month.
High School	Lake Hamilton High School Counselors send prepared G.U.I.D.E for Life Lessons for teachers to present to advisory classes once a month.

Career Planning Process

Primary	Lake Hamilton Primary provides career counseling and guidance within our classroom guidance lessons. Lessons include activities, reading books and exploring different occupations. Kindergarten classroom teachers complete a spring unit on exploring different careers and the primary school counselors follow up with enrichment lessons and activities on what they have learned.
Elementary	Lake Hamilton Elementary counselors focus on an awareness level of career exploration and how it relates to school achievement and behavioral expectations. This exploration includes guiding students to identify personal interests, supporting students in linking their interests to possible careers, encouraging students to express their initial thoughts about college, prompting students to list some characteristics they might look for in a college, helping students understand basic college-related terms, and encouraging students to incorporate aids that match their preferred learning styles.
Intermediate	Lake Hamilton Intermediate level counselors focus on an awareness level of career exploration and how it relates to school achievement and behavioral expectations. This exploration includes guiding students in knowing the difference between jobs, occupations, and careers, helping students become aware of a wide range of career pathways through the use of career exploration websites and guest classroom speakers, guiding students in finding their passions, interests, dreams, and visions of their future self when exploring post secondary aspirations, guiding students in choosing electives that correlate with their interests and future career goals.
Middle	At the middle school level, we focus on career awareness and making connections between student strengths and passions, classroom performance, and future college &/or career aspirations. When talking to students individually, we guide them to think about their future. During Wolf Time Intervention Enrichment, students will use various sources to explore career interests, learning styles, and college selection options. Guest speakers will be invited to speak with students about career exploration.
Junior High	Lake Hamilton Junior high uses Xello. Xello is a personal electronic portfolio where students can explore career interests, learning styles and college selection options. In their portfolios, students may store their education and work history. Students begin portfolios in eighth grade in their Career Development classes. Xello is set up by the District Career Development Facilitator.
High School	Lake Hamilton High School will begin to use Xello to discuss career opportunities, college options, and explore student interests. Counselors meet with senior level students each semester to address future plans for students. During these meetings counselors share college expectations, deadlines, and scholarship opportunities. Xello will also be used in PACK (Student/Teacher advisory) to introduce students to college and career planning. Naviance gives

	students the opportunity to self assess, explore interests, and search for the right career for themselves.
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Suicide Prevention

Suicide prevention measures include:

- Whole group classroom guidance lessons and G.U.I.D.E. for Life curriculum aimed to promote social and emotional wellness
- Teen Suicide Awareness Teacher Training
- Teacher Training about reporting protocol for suicidal thoughts or statements
- Flyers posted around the buildings with suicide prevention help lines and reporting protocol
 - Text TALK to 741741
 - Suicide prevention hotline: 988
- Anonymous reporting methods on district website and in buildings
- Reporting protocol and documentation procedures in place
- Counseling services that focus on healthy coping strategies
- Prevention speakers brought in when appropriate
- District Licensed Mental Health professionals are available on campus daily for assistance in crisis situations
- Connecting families with mental health counseling agencies
- Crisis response checklist

Bullying Prevention

Students report bullying in several different ways. Students can report bullying to any Lake Hamilton Employee or on our website anonymously through our “See Something, Say Something” program. Students have access to a counseling referral form where they can request to come to the counseling center, they can simply come in, or they can report directly to an administrator. Once the incident is reported, the counselors connect with an administrator, where the administrator visits with both parties to determine whether the incident needs further attention. Counselors follow up with both parties to provide counseling services as needed. Lake Hamilton Schools delivers “Guide for Life” lessons to teach understanding of conflict resolution, decision making, empathy, growth, understanding and Interactions to students monthly.

Utilizes State and/or Nationally Recognized Counselor Frameworks

Lake Hamilton School Counselors use the following guidelines to plan and deliver a comprehensive school counseling program district-wide.

CASEL'S SEL Framework
Arkansas Department of Education G.U.I.D.E. for Life Curriculum
ASCA School Counselor Professional Standards & Competencies
ASCA Ethical Standards for School Counselors (Reviewed annually by the school counseling staff)

Follow Up with High School Graduates

Lake Hamilton will provide a link to a survey in the fall through the class shared list email. The form includes counselor contact information, and questions about their current situation regarding college and career choice, knowledge of FAFSA, their current class choices to further their education, and how their counselor can be of help to them. Which lets them know that we are available to help them at any time.

[LHHS Post Secondary Survey](#)

Follow-up of School Dropouts and Graduate:

Counselors meet with students at risk for dropping out to discuss a plan of action to keep them in school. These plans vary per situation. Situations may warrant one or more of the following:

- Student/parent, counselor meeting
- Student/parent, administrator, counselor meeting
- Teacher Advisor with weekly/monthly updates
- Referral to New Horizons for a more individualized setting
- Academic Intervention with individualized plans

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.

Contributing Member of Decision-Making Team

Lake Hamilton School Counselors serve as contributing members in the following areas:

Decision Making Teams:

- 504 teams
- ESOL committees
- IEP team member
- Alternative Placement Committees
- District Counselor PLC (meets monthly)
- Leadership committee

Administrative Activities:

- Assist with state testing
- Scheduling
- Dismissal Duty (daily)

Program/Data Review from the Previous Year

The Lake Hamilton School District School Counseling Department will self-audit their program yearly in June using the self assessment rubric. in conjunction with school administrator's input, as a guide to evaluate, adjust and improve the comprehensive programming.

Stakeholder Sharing:

Lake Hamilton School Counselors (K-12) work closely with the Advisory Council, school-based mental health professionals, LH Partners in Education, the LHSD Parent/Teacher Organization, and parent involvement coordinators at each building to help serve the students and families of the Lake Hamilton School District. A Comprehensive School Counseling Plan is made available to stakeholders on the LHSD website and is reviewed annually to reflect school policy, community trends, and best practices by the LHSD School Counseling Advisory Council.

**Agendas reflecting this formal review will be attached in the appendix of this document in May 2024.*

Parental Involvement:

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

Lake Hamilton School Counselors work with individual school parental involvement coordinators and with Kristi Anderson, the School District Parent Volunteer Coordinator, to encourage parents to participate in volunteer opportunities within the school setting.

(See individual school Parental Involvement Plans)

APPENDIX

- **Lake Hamilton School District Website**
<https://www.lhwolves.net>
- **G.U.I.D.E. for Life Social Emotional Learning Curriculum**
<https://www.jesselewishttps://dese.ade.arkansas.gov/Offices/learning-services/guide-for-lifechooselove.org/>
- **School District's Parent and Family Engagement Plans**
<https://www.lhwolves.net>