

Comprehensive School Counseling Program Clarendon School District



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Clarendon Elementary School
Cheryl Smith, Principal

Clarendon School District
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Clarendon High School
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Foundation

Vision and Mission

Clarendon School District

Mission Statement

To create a student-centered environment in which a variety of methods are used to improve student achievement in collaboration with schools, families, and community members.

Vision

To provide an innovative learning environment where all students achieve.

Guidance Counseling

Mission Statement

The counseling program strives to promote a safe and nurturing environment to support all students so they may thrive academically, social/emotionally, and develop needed skills to reach their full potential.

Vision

To enable all students to become productive members of society by obtaining college/career readiness and skills necessary to succeed.

Belief Statement

- We believe all students have value, they will reach their full potential when provided the opportunity to excel in their academic/professional goals, have a safe nurturing environment, and the support of their school, home, and community.
- Our role is to guide students so they may reach their goals academically and socially/emotionally by providing necessary resources.

Just can't hide our Pride!

Program Goal

Program Goal
2021-2022

Clarendon Elementary School

Goals were developed from school data, lesson plans and communication with stakeholders. The goal for the current year is to improve social/emotional well being by enhancing self-awareness, self-management, social awareness, relationship skills, and responsible decision making. This will in turn improve SEL skills, decrease behavioral concerns, increase academic engagement, and increase achievement outcomes.

Program Goal
2021-2022

Clarendon High School

Goals were developed from school data, lesson plans and communication with stakeholders. The goal for the current year is to improve social/emotional well being by enhancing self-awareness, self-management, social awareness, relationship skills, and responsible decision making. This will in turn improve SEL skills, decrease behavioral concerns, increase academic engagement, and increase achievement outcomes.

DATA:

Elementary and high school leadership teams input. Office referrals, discipline slips, parent contact logs, student, teacher, parent, and administration referrals.

Strategy:

Compile data, look for recurring trends in data. Modify counseling program to address current needs. Include or increase classroom, small group, individual student sessions and implement more opportunities for parent/community stakeholder interaction.

Action Steps:

Monthly classroom sessions K-6, increased small group and individual sessions as needed. Improve parent involvement nights sponsored by the the district. Make informational materials readily available and easily accessible to stakeholders.

Post Data/evaluate:

Student, parent, teacher, stakeholder surveys evaluated. Review of discipline data, attendance data, academic data.

Management

Use of Time

K-6: Daily schedule

7-12: Daily schedule

Clarendon School District counselors follow a daily master schedule outlining office time, daily duties, classroom, small group and individual time allotments.

Administrative Conference and Advisory Council

Present Student Services plan to School Board at September meeting.

Meet with representatives of MCCIT, Wellness committee, Parental Involvement committee, mental health, DHS, on a regular basis or as needed.

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

Direct Services

- Classroom Guidance
- Parent Meetings
- Small Groups
- Individual Sessions
- Orientation
- Crisis Counseling
- Home Visits
- Academic Advisement
- Assessment Interpretation
- School Wide Programs
- Course/Scheduling Assistance
- Career Planning
- ACT (HS)
- Scholarship (HS)
- College visits (HS)
- Application Assistance (HS)
- FAFSA (HS)

Indirect Services

- Parent Communication
- Teacher Communication
- Administration Communication
- 504/SPED Meetings
- Mental Health Referrals
- Child Maltreatment Reports
- Collaboration with other agencies, community
- Progress reports
- Report cards
- Records maintenance
- Triand
- Transcripts
- Record requests/sent
- Student Leadership meetings
- Scholarship advertisement

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

Administrative Duties

Eschool - scheduling, registration, maintaining records, report cards, progress reports.

Registration of students, lunch duty daily, send/request records, drop/transfer students, test coordinator, leadership team, quiz bowl elementary, Indistar committee member, District and or building level committees ie: Title I, II, Wellness, Homeless, Leadership, etc.

Collaborate with Teams

Serving as a contributing member of decision-making teams, which include without limitation:

- (i) Teams that are convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
- (ii) Response-to-intervention teams;
- (iii) English language learner programs;
- (iv) Parental involvement or family engagement programs;
- (v) Positive behavioral intervention support programs;
- (vi) Advanced placement and gifted and talented programs.

How does the counseling program/counselors collaborate with teams?

Counselors for high school and elementary are members of The Leadership Team at building and district levels, Wellness Committee, attend 504, IEP, annual review, programming meetings as needed. Collaboration with GT, ESL/ELL, homeless liaison, mental health agencies. Attend PLC meetings as well as facilitate as needed. Participate in professional development and facilitate professional development as needed. Help coordinate parental involvement/family programs. Participate in the development of student behavior plans, member of RTI teams.

Annual calendar by month for Guidance

August

Open House
Parent Meetings
Scheduling
Orientation

September

Student Meetings
Goal setting
Bully Prevention
Classroom Guidance

November

Classroom Guidance
Character Ed Kindness

December

Classroom Guidance
Character Ed Responsibility

February

Classroom Guidance
ACT
Character Ed Diversity

March

Classroom Guidance
Report Cards
Parent/Teacher Conf.
Character Ed

October

Red Ribbon Week
Report Cards
Parent/Teacher Conf.
Classroom Guidance

January

Classroom Guidance
Report Cards
Character Ed Respect

April

Classroom Guidance
SPED Annual Reviews
Girls/Boys State
State Testing

May

Classroom Guidance
Report Cards
Character Ed

Multi-Tiered Services

Tier 1: Things you do for all

School wide programs, career guidance, social/emotional awareness, transition support, student success plans 9th grade and up, test interpretation, academic grade data, character building, safety, bully prevention, suicide awareness.

Tier 2: Things you do for some

Small group, grade level intervention/support, teacher requested preventive and reactive topics, career information,

Tier 3: Things you do for one

Individual counseling, referrals to other agencies, referrals to tutoring, crisis response.

Delivery

Classroom Lessons

K-6

Kindness Matters
Lion Pride - Acknowledging Kindness
Kindness is Caring
Kindness and Feelings
Being Kind to Yourself

Setting Goals Long and Short

K-12

Topics addressed include:
Bully Prevention
Self Awareness
Career Awareness
Health
Safety
Academic Achievement
Social/Emotional Planning

Transition school to school, after graduation etc.
Graduation
Academic Advisement
Applying For Scholarships (12th)
Entering the Workforce (HS)
Community Involvement

Orientation/Transition

**Providing orientation
programs for new students
and transferring students at
each level of education**

What strategies are used for transitioning students?

New students to school are provided with a buddy to help acclimate them to their new school.

Transition from elementary school to high school includes a day to visit and tour the high school. An orientation assembly is presented.. Older students take groups on tours of the campus.

Academic Advisement

Support is provided to assist students in the development of academic, social/emotional, and career planning.

Students are afforded opportunities for accelerated learning through advanced coursework and other outside opportunities.

Students are provided assistance needed to set goals.

Career interests are explored.

Students are assisted in reaching graduation requirements.

Informational resources are provided to assist students in the transition from high school to college/workforce.

Social-Emotional

Providing social and emotional skills designed to support students, including without limitation programs:

- (i) To promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making;
- (ii) To improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment;
- (iii) To develop conflict-resolution skills;

All levels of the counseling program are available to students to address social/emotional development. Classroom guidance lessons, small group and individual counseling sessions can be used based on the level of need. Classroom teachers, counselors and social workers work together to provide support for students.

Career Planning Process

Providing a career planning process that includes without limitation:

- (i) Guidance in understanding the relationship between classroom performance and success in school and beyond;
- (ii) The provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;
- (iii) Guidance in understanding the advantages of completing career certifications and internships;
- (iv) Interpretation of augmented, criterion-referenced, or norm-referenced assessments for students and parents;
- (v) The provision of information to a parent or legal guardian, such as through workshops on preparing for college, financial aid, and career opportunities; and
- (vi) Encouragement to a parent or legal guardian to support partnerships in his or her student's learning and career planning processes;

Students are encouraged to set both short term and long term goals. Appropriate plans are developed based on age level. Strategies are utilized to help students attain their goals.

Providing academic advisement services, including without limitation:

- (i) Developing an individual planning system to guide a student to access and monitor the student's own educational, career, and social and emotional progress;
- (ii) Guiding a student along the pathways to graduation;
- (iii) Guiding a student in goal-setting experiences and course selection aligned with the student's post-secondary goals;
- (iv) Addressing accelerated learning opportunities;
- (v) Addressing academic deficits and the accessibility of resources;
- (vi) Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and revise a student's plan of study; and
- (vii) Providing support for students who show potential so they are more likely to engage in rigorous coursework and take advantage of post-secondary opportunities

Student Success Plans

The high school counselor works with advisors to assist students in the development of their Student Success Plan during Advisory meetings. Transcripts are reviewed to ensure students are on track to graduate. Necessary steps are taken to assist students in areas of need.

Suicide Prevention

To address age-appropriate suicide awareness and prevention through:

- (a) Strategies that help identify a student who is at risk for suicide;**
- (b) Strategies and protocols that help a student who is at risk for suicide; and**
- (c) Protocols for responding to a suicide death**

Appropriate grade level awareness is provided to students.

Teachers and staff are trained to look for and recognize students in need of support. School personnel work with local agencies to assist students. At risk students are referred to the appropriate agency. Parent/guardian notification is made. Information to assist families is provided. Police, outside mental health agencies are notified when appropriate. Follow up support is provided.

Bullying Prevention

To prevent bullying that include without limitation:

- (a) Training programs for school employees regarding how to recognize bullying behaviors;
- (b) Protocols for responding to bullying that is occurring in the school;
- (c) Strategies that support a student who is being bullied; and
- (d) Strategies that help a bystander speak out against bullying;

Procedures are review and practiced the first weeks of school. Expectations are discussed. Student handbooks are read and explained in all classes.

Parent meetings inform parents of rules, procedures, expectations.

Bullying policy is review by all.

Teachers/staff receive required professional development. Classroom, small group and individual counseling sessions are utilized to support all involved.

Drop-Out Rate

Intervening with students who are at risk of dropping out of school to determine if there is a way to keep at-risk students in school

The high school counselor reviews transcripts, grades, etc. to assess risks of dropping out of school. Counseling sessions, referrals, scheduling assistance and preventive services are provided to help students be successful in school.

The high school counselor uses several avenues to follow up with graduates. These include but are not limited to social media, telephone, and e-mail.

Post-Graduation Follow Up

Following-up with high
school graduates

Accountability/Assess

Student, parent, teacher, stakeholder surveys are conducted annually. School Report Card data is reviewed.

Program Review with data

Not required at this time but best practice

Self-Assessment

Stakeholder Sharing

Student services are posted on the district web site. Facebook is utilized at both the elementary and high school level to keep the community, parents/guardians, and students informed. School Cast is utilized to send phone calls and texts to the entire district, specific groups, and/or grade levels. Hard copy notes, fliers, news letters are used as needed.