

Dierks School

District

Comprehensive

Counseling Plan

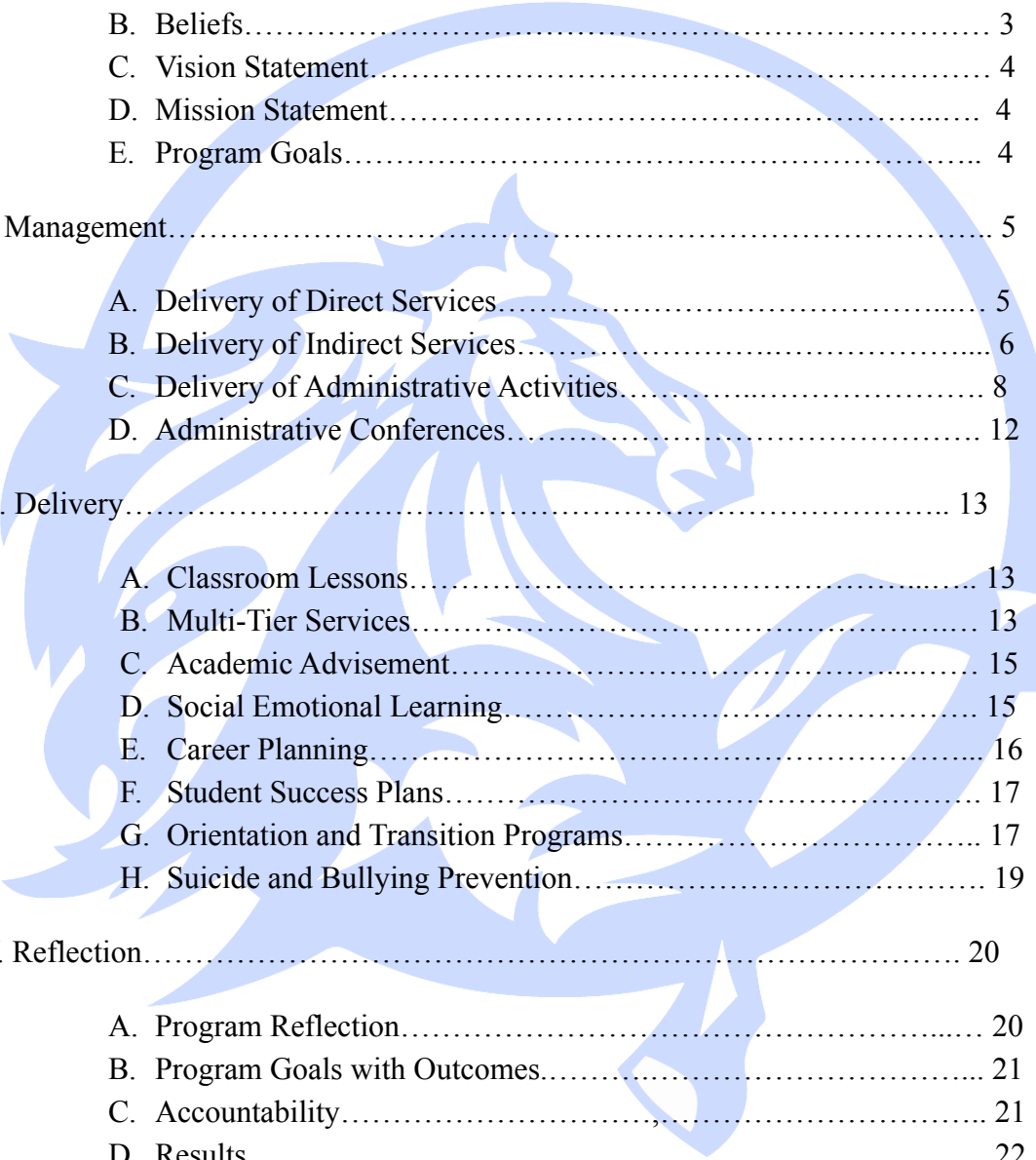
2022 - 2023



Dierks School District Comprehensive Counseling Plan

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ACT 190 The School Counseling Improvement Act of 2019



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Comprehensive Counseling Program

I. Foundation

A. Meet the Team

A comprehensive counseling program is an essential part of the total instructional program that provides all students with the opportunity for optimum student achievement. The following employees for the Dierks School District are extremely vital to the success of our students and of accomplishing the goals and objectives of this comprehensive program.

I. Michelle Godwin; JAWES School Counselor

michelle.godwin@dierksschools.org

(870) 286 - 2015

(870) 286 - 3232 (fax)

Lori Finley; Principal

Grover Hill; Superintendent

Number of students: 255

II. Crystal Smith; Dierks High School Counselor

crystal.smith@dierksschools.org

(870) 286 - 3234

(870) 286 - 2450 (fax)

Gene Strode; Principal

Grover Hill; Superintendent

Number of students: 235

B. Beliefs

All school counselors at the Dierks School District believe that:

- I. All students have the potential to learn and achieve success when given a conducive and encouraging environment.
- II. The cultural and diverse nature of all students will be considered in the planning and delivery of all school counseling services.
- III. All students will have access to the support system provided by the school counselors.
- IV. All students are valuable and should always be treated with dignity and respect.
- V. The school counselors will serve as advocates for all students.

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C. Vision Statement

The vision of the Dierks School District Comprehensive Counseling Program is that all students will achieve personal and academic growth through career, academic, and social/emotional education. These skills will help them become valuable and productive members of their community.

D. Mission Statement

The mission of the Dierks School District Comprehensive Counseling Program is to create opportunities for all students to achieve personal and academic growth. This will be accomplished by supporting students in acquiring skills, knowledge, and attitudes needed to become effective students, responsible citizens, and productive workers. When students take ownership of their personal and academic growth they will feel empowered to achieve their goals and strive for success. This will be accomplished by offering personal support, character development and self-awareness opportunities, academic encouragement, and college and career exploration.

E. Program Goals

The goal of the Dierks School District for the 2022 - 2023 is to increase student achievement by increasing overall student attendance. The attendance rate for the 2022 school year was 94.51%. This is more than a .50 % decrease from the year before which was 95.17%. Our goal is to use the methods outlined in this plan to increase this percentage.

- I. Counselors will use data such as attendance records, behavior records, report cards, progress reports, transcripts, state test scores including iReady, ACT Aspire, and ACT to determine the needs of all students.
- II. Counselors will serve on leadership teams that will assess the needs of students and plan appropriate interventions to improve student achievement.
- III. Counselors will work with teachers and administrators to communicate the importance of attendance and the effect it has on student achievement.
- IV. Counselors will work with administrators to stress the importance of attendance to parents in our community.
- V. Through guidance lessons, individual counseling, and small group lessons, counselors will positively reinforce behavior expectations and good choice making in both school and personal life.

II. Management

A. Direct Services

1. *Direct Services: Individual Counseling*

Students have access to the counselor on an individual basis for the purpose of discussing privately personal growth and areas of concerns. The counselor helps the student strive to reach his/her goals and resolve his/her personal conflicts or concerns. Counselors also support students in the development of their academic, career, and essential skills planning as well supporting students in the development of their future goals. Referrals for individual counseling may be made by parents, teachers, administrators, other school personnel, or self-referral by the student. Emergency referrals include, but are not limited to suspected child abuse (physical or mental), any behavior change which is sudden or unusual, traumatic family experiences, or indications of mounting hostility between child and teacher or peer group.

2. *Direct Services: Small Group*

The Dierks School District Comprehensive School Counseling program involves planned guidance activities for all students. These age-related exercises foster student's academic, personal, and social growth. Group counseling is an invaluable part of most school counselors' work. 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. Small Group services in the Dierks School District include but are not limited to the following: friendship, manners, divorce, bullying, anger, anxiety, depression, organization skills, study skills, conflict resolution, emotions, communication, personal care, and character development.

3. *Direct Services: Classroom Lessons*

At the elementary level, the counselor will have weekly classroom guidance lessons that are age appropriate based on the gaps identified through school data review and the associated goals that are created to address those needs. Act 190, The School Counseling Improvement Act of 2019 states: (L) Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week. "Class" is not plural. Classes cannot be doubled up due to safety issues. Classroom guidance lessons were never intended to provide a break or planning

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time for teachers. Classroom guidance was intended as a collaborative effort with teachers to use the information to reinforce goals for students in the academic, personal, social and career development areas. Classroom guidance is part of the curriculum and should be treated with the same respect as other academic classes.

4. Direct Services: Responsive Services

Responsive services are services whose immediate concerns put the student's academic, career, or social and emotional development at risk. These services are usually immediate or short-term needs such as a crisis intervention for a student. Responsive services in the Dierks School District include but are not limited to individual or small group counseling (obstacles to learning, family and/or peer concerns, social/emotional needs, personal endangerment, suicide risk), crisis counseling (suicide and death), conflict resolution, and consultations and referral.

B. Indirect Services

1. Indirect Services: Consultation

Consultation occurs on behalf of the student. Counselors can serve as a resource for teachers concerning specific student's problems or general issues. A major part of the counselor's role is to interact with teachers, parents or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics or attendance. Counselors can provide support and encouragement to teachers and parents who may be feeling frustrated, discouraged, overwhelmed, or unappreciated. Counselors' work with teachers and administrators to help create the kind of school environments that stimulate growth and learning. Their emphasis is on making the educational process more personal and increasing teachers' and administrators' understanding of the importance of fostering acceptance of and valuing individual differences in learning styles and rates of learning; how adults' expectations, biases, and behaviors affect students; and ways of helping students cope with success and failure. Consultation involves assisting teachers in working with individual students or groups of students, providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum, assisting in the identification and development of programs for students with special needs, participating in school committees that address substance abuse, gifted and talented education, curriculum development, coordination of each grade level, and school accreditation, interpreting student information, such as results of

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standardized tests for students and team members, and consulting regularly with other specialists (e.g., psychologists and representatives from community agencies).

2. Indirect Services: Referrals

Counselors establish and maintain close working relationships with staff of a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families' cope with an array of problems, counselors identify school and community resources and establish policies and procedures for interagency communication. Some agencies available in our area for referrals are:

I. Arkansas Counseling & Psychodiagnostics

321 East 13th Street
Murfreesboro, AR 71958
(870) 285-3699

II. Cornerstone Counseling Clinic

508 North 2nd Street
Nashville, AR 71852
Phone:(870)455-0134

III. Pinnacle Pointe Hospital

11501 Financial Centre Pkwy,
Little Rock, AR 72211
Phone:(501)223-3322

IV. Riverview Behavioral Health Hospital

701 Arkansas Blvd,
Texarkana, AR 71854
(870) 626 - 0328

Arkansas State Law requires schools to cooperate with and provide access to Department of Human Services staff. Some typical tasks that counselors may be involved with while helping students and their families gain access to the services they need include: referring students and parents with special needs to resources in and outside the school, maintaining contacts with outside resources, developing, publishing, and distributing a list of community resources, referral agencies, and hotlines, and following up on referrals.

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3. Indirect Services: Decision Making Teams

Counselors in the Dierks School District serve as a contributing member of decision-making teams, which include but are not limited to:

- i. Section 504
- ii. Response-to-Intervention
- iii. English Language Learners
- iv. Parental Involvement
- v. Leadership Teams
- vi. Individual Education Plan (IEP)

C. Administrative Activities

1. Coordination of Programs and Data Input

In the Dierks School District, counselors are required to coordinate the following programs

i. JAWES Elementary – Michelle Godwin

- Coordination of all iReady assessments enter students information into iReady
- Parental Involvement Coordinator
- Utilization of Student Records
- Kindergarten Round-Up/ Kindergarten testing coordinator
- Coordination of ACT Aspire data assessments (printing ACT Aspire tickets)
- JAWES building testing coordinator

ii. Dierks High School – Crystal Smith

- District Test Coordinator (receives a stipend and 12 month contract and documents DTC activities after school hours)
- Parental Involvement Coordinator
- Student Success Plans
- Xello Accounts (create and maintain up-to-date student enrollment, training teachers to use the portal)
- Virtual Arkansas (Enrolling and dropping students, managing online data, and communicating with VA teachers)
- Master Schedule (transcripts, grade entry, data management)
- Building testing coordinator
- ACT test training for teachers

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2. Chairing Committees and Meetings

In the Dierks School District, the counselors are not required to chair any committees. Counselors will occasionally serve on 504 and Special Education committees if their relationship and knowledge of the student could prove beneficial to the child's placement.

3. Parental Involvement

Parental Involvement Includes Active Parent Teacher Organizations, school open houses, school notes, progress reports, Parent-Teacher conferences, and meetings with individual parents for specific concerns and phone calls. To achieve this goal, parents are provided with an opportunity to meet the counselor at Open House night as the school year begins, and the school counselor's contact information is handed out at this time and it is also available online. The school counselor offers consultation with parents concerning:

- Techniques for helping their children meet academic, personal, and social potential.
- Development Of Study Habits.
- Explanations concerning the value of testing.
- Techniques for helping the student do well on testing.
- Disaggregation of the student's test results. (iReady) (ACT Aspire) (ACT)
- Counteracting negative peer pressure.
- Preventing substance abuse.
- Coping with divorce.
- Managing disruptive behaviors

4. Duties

In the Dierks School District, counselors are not assigned to specific duties each week, but they assist in supervising students in common areas such as the hallway, cafeteria, playground, car rider lines and bus lines when their schedule permits.

5.. *Calendars*

i. **JoAnn Walters Elementary School-Michelle Godwin**

JoAnn Walters Elementary School Counseling Calendar	
August (Introduction)	January (Understanding)
<ul style="list-style-type: none"> ● Meet the Counselor ● Rules/Procedures (BLUE) ● New student orientation 	<ul style="list-style-type: none"> ● Personal skills ● Interest ● Career Building ● Goal Setting
September (Know Yourself)	February (Empathy)
<ul style="list-style-type: none"> ● Getting to know you ● Personal space ● Time management ● Study skills 	<ul style="list-style-type: none"> ● Great Kindness Challenge ● Cooperation ● Diversity ● Feeling of Others
October (Safety/Decisions)	March (Self Awareness)
<ul style="list-style-type: none"> ● Fire Safety ● Bus Safety ● Internet Safety ● Drug Awareness (Red Ribbon Week) 	<ul style="list-style-type: none"> ● Hygiene/Self-Care ● Responsibility ● Testing Skills
November (Manage Yourself)	April (Building Relationships)
<ul style="list-style-type: none"> ● Communication ● Conflict resolution ● Coping skills ● Self-Discipline 	<ul style="list-style-type: none"> ● Team building ● Sportsmanship ● Peer pressure ● Respecting others
December (Interaction)	May
<ul style="list-style-type: none"> ● Generosity ● Verbal Etiquette 	<ul style="list-style-type: none"> ● End of year wrap-up ● Effort ● Goal progress ● Summer planning

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ii. Dierks High School-Crystal Smith

Dierks High School Counseling Calendar	
August	January
<ul style="list-style-type: none"> ● Schedule changes ● Enrolling new students & creating schedules ● Review graduation requirements for all students in grades 9 - 12 ● Parent/Student Scholarship Meeting ● Student of the Month 	<ul style="list-style-type: none"> ● CAPS/Student Success Plans Meetings ● ACT Prep with Juniors ● Distribute Scholarship information ● College Admissions Applications ● Calculate Seniors gpa and rank ● Student of the Month
September	February
<ul style="list-style-type: none"> ● CAPS/Student Success Plans Meetings ● PSAT/NMSQT Prep for 10th grade ● College Admissions Applications ● Student of the Month 	<ul style="list-style-type: none"> ● CAPS/Student Success Plans Meetings ● Career Fairs for Jrs. and Srs. ● Local Scholarships ● Fall in Love with UAC for Juniors ● Student of the Month
October	March
<ul style="list-style-type: none"> ● CAPS/Student Success Plans Meetings ● Red Ribbon Week Coordination ● PSAT/NMSQT Prep for 10th grade ● College Fairs for Jrs. and Srs. ● FAFSA/State Scholarship Applications ● College Admissions Applications ● ASVAB Testing ● Student of the Month 	<ul style="list-style-type: none"> ● CAPS/Student Success Plans Meetings ● Local Scholarships ● Student of the Month ● Next year schedule planning ● G.U.I.D.E. to Life Week
November	April
<ul style="list-style-type: none"> ● CAPS/Student Success Plans Meetings ● College Admissions Applications ● Student of the Month 	<ul style="list-style-type: none"> ● CAPS/Student Success Plans Meetings ● Cultural field trips ● Student of the Month ● Next year schedule planning
December	May
<ul style="list-style-type: none"> ● CAPS/Student Success Plans Meetings ● College Admissions Applications ● Student of the Month 	<ul style="list-style-type: none"> ● CAPS/Student Success Plans Meetings ● Senior Banquet ● Send final transcripts to colleges ● Prepare transcripts and diplomas ● 6th grade Orientation ● Student of the Month

D. Administrative Conference

In order to make sure that the counselors spend the majority of the time engaged in tasks that only they can fulfill as highly trained professionals, the following division of time will be followed as closely as possible in order to help ensure that school counselors do not end up doing work for which clerical staff or administrative staff are responsible:

90% of time will be spent delivering direct and indirect student services as outlined by the ADE: individual and group counseling, classroom guidance, referring students for other services, consulting with parents/teachers/stakeholders, participating as a collaborative member of a student support team, and providing other help directly to a student or on behalf of a student to help that student achieve better academic, behavioral, attendance, career, or emotional performance. 10 % will be spent delivering administrative activities such as assisting with standardized testing.

Conferences were held with both counselors and their respective administrators to ensure division of duties and responsibilities. Evidence of the conferences are included below.

[Dierks High School Administrative Conference](#)

[JoAnn Walters Elementary School Administrative Conference](#)

D. Advisory Council

The Dierks School District counseling program utilizes an advisory council to gain valuable feedback from its stakeholders.. The advisory council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program. The council meets in the summer before the updated counseling plan is submitted. Based on feedback received, the plan is formatted to fit the needs of students. The advisory council is also available to meet throughout the school to monitor the progress of the plan.

[Dierks School District Advisory Council](#)

III. Delivery

A. Classroom Lessons



Lesson Plan Template

School Counselor: Karla Bray

Date: November

Activity: Tattling

Grade(s): 2nd

ASCA Student Standards (Domain/Standard/Competencies):

1. B-SMS 1. Take responsibility for their actions
2. B-SS 1. Use effective communications skills
3. B-SMS 7. Identify alternative solutions to a problem

Learning Objective(s):

1. Students will understand the difference between reporting/telling and tattling.
2. Students will know when it is appropriate to tell a teacher about something.

Materials: Don't Squeal Unless It's a Big Deal, expo marker, post-it note/card scenarios, coloring sheet

Procedure: Introduce the topic. See what the students already know. Read Don't Squeal Unless It's a Big Deal. Then review tattling vs. telling. Review when it is okay to go to a grown up: Is someone in danger? Does it involve you? Can it wait? Is it an emergency?

Tell them tattling makes us sad because it takes time away from learning and friends get in trouble. Telling makes us happy because we want everyone to be safe at school and telling helps grownups do that.

Next is a game. Divide the class in half. Draw a smiley face on one side of the board and a sad face on the other (label them if needed). Allow each team to have one post-it note/card at a time. Don't force students to draw if they don't want to. Allow them to discuss with their team whether what is on the post-it note/card is tattling or telling. Have the student that drew the post-it note/card put a post it under the face they think the scenario belongs under (tattling or telling). Discuss with the class what they think. Read the scenario to the students if needed. Have students work on coloring sheet if time permits.

Plan for Evaluation: How will each of the following be collected?

Process Data: How many students received the lesson?

Perception Data: Do they seem to understand the difference between telling and tattling?

Outcome Data: Use a teacher survey to see if the lesson helped decrease tattling reports.

Follow Up: Ask teachers to do survey 2 week after lessons. Tell about tattle monster boxes if problem continues.

B. Multi-Tier Services

In the Dierks School District, there are resources, supports, strategies, and practices that provide physical, social, emotional, and intellectual support to directly address barriers to learning and teaching and re-engage disconnected students. A comprehensive system of learning provides supportive interventions in classrooms and school wide and is fully integrated with efforts to improve instruction and management at a school. This assures that all students' needs are met. The action steps in our multi-tiered support system are included in the following table.

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JAWES Action Steps	DHS Action Steps
<i>Tier 1: Initiatives:</i>	<i>Tier 1: Initiatives:</i>
Facilitate programs to improve school culture	Facilitate programs to improve school culture
Great Kindness Challenge	Building relationships between students, teachers, parents, and community members
B.L.U.E Student Recognition	DHS/DJHS Student of the Month
Staff development on trauma and abuse	Staff development on trauma and abuse
Care Closet	Care Closet
Parent/Community Involvement Nights	Parent/Community Involvement Nights
Parent communication through texts, calls, and email	Parent communication through texts, calls, and email
Coat/Canned Food Drive	Coat/Canned Food Drive
Guest speakers & presentations regarding bullying	Guest speakers & presentations regarding bullying/suicide prevention
Classroom guidance lessons	Course selections
Career Planning & Exploration	Developing Student Success Plans
	Career Planning & Exploration
<i>Tier 2:Preventions/Interventions</i>	<i>Tier 2:Preventions/Interventions</i>
Individual Counseling	Individual Counseling
Small-group Counseling	Small-group Counseling
Behavior plans	Mentoring Program
	Parent Conferences
	ALE placement decision making
<i>Tier 3: Intensive</i>	<i>Tier 3: Intensive</i>
Individual Counseling	Individual Counseling
Mental health referral	Mental health referral
Consult with DHS and juvenile court	Consult with DHS and juvenile court
	Case workers

C. Academic Advisement

The Dierks School District counselors meet regularly with faculty to support and to closely monitor students who are struggling in specific classes. Because of this, school counselors are an integral part of all credit recovery efforts. School counselors in the Dierks School District advocate referrals of failing students or students at-risk of not completing high school and work with these students to develop educational plans for their futures, which may include avenues such as summer school or credit recovery. Programs such as Apex and Virtual Arkansas courses are used as credit recovery programs, which give students the ability to earn credits for failed or incomplete courses without having to repeat the entire course, enabling students to complete the work at their own pace and focus on just the concepts they have not mastered. If needed, students may be referred to an Alternative Learning Environment (ALE) which is housed at the Dierks High School Campus. School counselors actively participate in student orientation programs such as CAPS Day, Open House, Parent Teacher Conferences and other avenues of communication, which clearly identify their role as helpers. Each student is assigned a mentor upon entering 7th grade. The counselors and the mentors work in conjunction with students and parents to ensure each student's academic success based on courses taken and future courses. School counselors work collaboratively with students, families, and school administration to further the success of the student. Counselors in the Dierks School District have an open-door policy for all students but especially those who are known to have behavioral concerns or unique family situations.

D. Social Emotional Learning

At the Dierks School District, we want all students to graduate with a strong foundation of academic knowledge, experience and proficiencies. Yet, in order to be successful, our students also need an equally strong foundation of soft skills – those intangible abilities that help people get along with others, communicate well and make positive contributions in the workplace and beyond. At the Dierks School District, we utilize the G.U.I.D.E. to Life to help develop this foundation. At J.A.W.E.S., weekly guidance lessons are developed using this guide, as well as providing opportunities for guest speakers and various activities like the Great Kindness Challenge to reinforce these concepts. At DHS, students are reintroduced to the G.U.I.D.E. for Life in their CAPS Mentoring groups, as well as their 10th grade Health curriculum. Students also participate in a school wide G.U.I.D.E. for Life week in March filled with activities and educational activities. These skills are

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further reemphasized through presentation, guest speakers, and programs throughout the school year.

E. Career Planning

Career planning is an essential part of the public school educational counseling experience. School counselors provide a career planning process for students that include career awareness, employment readiness, career information, and/or the knowledge and skills necessary to achieve career goals. At the elementary level, career classroom guidance lessons focus on awareness of interest and skills. Both DHS and JAWES students use the Xello platform as a college and career planning software. It is used as a tool for career discovery. At the high school level, Xello is also used during advisory time in conjunction with their Student Success Plan.

The high school counselor also uses information obtained from students' interest inventories from the student's 8th grade Career Development course to help students identify potential career pathways. These pathways help students pick courses for their 4 years of high school electives in CTE courses.

The ACT is given annually to all Juniors free of charge in February. Also we provide 3 National testing dates at Dierks High School. The high school counselor helps students register for these tests, as well as helping them analyze their results and using these results to determine what options are available for financial aid in their post secondary education.

The high school counselor uses information provided by the DESE to ensure all students have met the requirements for graduation whether they are on the traditional or alternative pathway to graduation. In addition to this, the high school counselor provides the following opportunities for DHS students:

- The G.U.I.D.E. for life Essential Skills (taught in 10th grade Health classes)
- G.U.I.D.E. for Life Week for grades 7-12
- ACT Summer School and ACT Prep Classes during the school year
- Concurrent credit courses offered through Virtual Arkansas and UA Cossatot
- Secondary Career Center Programs through UA Cossatot (Welding, Industrial Technology, Medical Professions, Auto Body Repair, etc)
- Advanced Placement Courses (AP U.S. History, AP English, AP Calculus, AP Biology)

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- Industry Certifications in CTE Courses (ServSafe, OSHA, CRC)

The high school counselor works with the Career Coach to assist all high school seniors in all aspects of financial aid including:

- FAFSA
- Institutional Scholarships
- Arkansas State Scholarships (Arkansas Challenge, Arkansas Futures Grant)
- National Scholarships
- Local Scholarships

These scholarships can be found in the counselor's Google Office that is available to all students and parents. The high school counselor conducts a meeting at the beginning of the school year to inform parents of all things financial aid and college admissions. This informational meeting will outline all actions expected of the parent and the student during the school year to ensure that they are on track for college success, financially and academically. There is at least one night during each semester that parents can come to the school to get assistance completing the FAFSA application from representatives of UA Cossatot or the school counselor. Parents can schedule a meeting with the high school counselor at any time to receive further information or assistance in navigating the financial aid process.

F. Student Success Plans

Beginning in the 2018-2019 school year, each eighth grade student and above will have a Student Success Plan in place. This plan will be developed by school personnel in collaboration with the parent and student and updated annually. Student Success plans guide the student along pathways to graduation, address accelerated learning opportunities, address academic deficits and interventions, and include college and career planning components. At the Dierks School District, 7-12th grade students will meet monthly to complete lessons during their CAPS Mentoring period. Student Success Plans will be composed of resources that range from websites, Google Sheets, and Xello.

G. Orientation and Transition Programs

At the Dierks School District, we recognize that transitions from one academic environment to another can be very stressful to students. This is why we try to include opportunities for our students throughout the school year. There are two major transitions that we have encountered. First is the transition from 6th grade to 7th grade. To help ease this transition, we offer a 6th Orientation in the Spring of

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each school year. This is an opportunity for the upcoming 7th graders to come to the high school and participate in a normal high school day. They transition class changes and lunches just as they will in the upcoming school year, as well as giving them the opportunity to meet their coaches and teachers. They sit in on real high school classes, as well as participating in a full campus tour that is led by the next year's Seniors. These students also have another orientation during the summer before the school year starts to allow them to become better acquainted with their new environment. Included below is schedule of the 6th Grade Orientation:

6th Grade Orientation

The second major transition for our students is for Seniors entering the workforce or college. To prepare these students for this experience, we begin taking college and career fairs in the 10th grade. College recruiters are invited to present to the students any time during the school year. We participate in Come Fall in Love with UAC every year with our Juniors. We also take our Juniors and Seniors on several in-depth guided campus tours to local colleges such as Henderson State University, Ouachita Baptist University, and UA Hope. Students are also encouraged to take up to 3 college days where they have the opportunity to tour the campus and meet with officials at the college beginning the 2nd semester of their Junior year. We also hosted a College and Career Fair on our campus this Spring during G.U.I.D.E. for Life week so that students could have the opportunity to meet prominent figures in our local community.

For students who are entering the workforce, we provide several transition opportunities as well. We have guest speakers from local industries come to speak to our students. We also participate in at least 2 career fairs each school year that highlight local industries and the skills students need to be successful in these industries. We provide access to Career Readiness Certificate testing, as well as offering the opportunity to shadow a career or professional once each year for their Junior and Senior years.

To ensure the success of our graduates, the high school counselor continues communication and assistance with students after graduation. All students complete a College and Career Form with the counselor at the beginning of their Senior year in their individual meetings. This form is updated throughout the year to ensure the information is still accurate. Some of the information in this form includes the student's personal phone and email address. This ensures the counseling can contact students after graduation. All students are informed that they can receive assistance from the high school counselor after graduation, and

many students return for help completing FAFSA forms and state scholarships. The high school counselor also closely monitors the ADHE online SAMS portal to ensure that all required action is taken for state scholarships.

[Senior College and Career Form](#)

H. Suicide/Bullying Prevention

The school counselors promote anti-bullying efforts in the Dierks schools through numerous efforts throughout the school year. On a larger scale, the counselors provide guest speakers to come and talk to the students about bullying and the effects their words and actions have on other students. These speakers also encourage students to speak out and stand up for their peers who are experiencing bullying. The Stand Up, Stand Out speaker, Coach Verdu, teaches students to Educate, Empower, Encourage, Equip. Think before you speak and create a culture of acceptance and understanding.

The counselors also work with students who are victims of bullying to provide them emotional support, as well as working with the administrators to ensure there is resolution and safety for the student moving forward. Counselors also work with students who bully to help them understand the results of their actions and to discover any underlying causes that may be contributing to the student and how they are treating others.

Through our CAPS program, we introduce students to the different aspects of bullying and steps they can take to help prevent bullying in their schools through resources such as www.stopbully.gov. Counselors have an open-door policy with students and actively encourage them to reach out to the counselor or another trusted adult if they are the victim of bullying. They can do this through self-reporting, sending an email to the counselor or staff member, or even telling a friend to have them report to the counselor. All issues of bullying are reported to school administration and thoroughly investigated. Also, school rules are in effect that forbid retaliation to the victim for reporting bullying and are strongly enforced.

ACT 190 states that comprehensive school counseling programs have strategies and to identify and help students at risk for suicide as well as protocols for responding to death or suicide.

Dierks School District Comprehensive Counseling Plan

All certified staff at the Dierks School District receive suicide awareness training which identify factors of suicide, appropriate response to students, and a referral to the school counselor or other appropriate health professionals. All certified and classified staff at the Dierks School District are provided with a crisis plan and detailed instructions of steps that should be taken should any employee have any knowledge, suspicion, or concern about the mental health and safety of any student in the Dierks School District.

In grades K-6, suicide awareness and prevention education is embedded in classroom guidance lessons regarding stress management, emotion management, conflict resolution, and communication skills. In grades 7-12, the students learn about suicide awareness and prevention through guest speakers and presentations throughout the school year, as well as covering this topic in their 7th, 8th, and 10 grade Health courses. The students also participate in a week of Self-care activities during their Red Ribbon Week festivities to help them learn to take better care of their physical and mental health. An example of activities is included below:

[G.U.I.D.E. for Life Week](#)

[Red Ribbon Week](#)

[Stand Up, Stand Out Presentation](#)

[WIN Period: Mental Health Presentation](#)

IV. Reflection

A. Program Reflection

Sharing results of your data ensures that others are aware of and understand the process school counselors use to develop programs that support student success. In the links below, is a tool we use to reflect on the effectiveness of our counseling program.

[Comprehensive Counseling Plan Reflection Form](#)

[Comprehensive Counseling Plan Reflection Data](#)

B. Yearly Program Goals with Student Outcomes

1. *District Goal:* The goal of the Dierks School District for the 2022 - 2023 is to increase student achievement by increasing overall student attendance. The attendance rate for the 2022 school year was 94.51%. Our goal is to use the methods outlined in this plan to increase this percentage.
2. *Data:* Daily attendance logs provided at each building level
3. *Plan:* Be a support system to teachers, students, and parents to help reduce the number of student absences, which will in turn increase overall student achievement. This will be accomplished via parent/student phone calls, emails, and committee meetings for attendance.
4. *Action:* School counselors at each building level will:
 - Track daily attendance provided through attendance logs
 - Identify students that are at-risk of chronic absenteeism based on state guidelines
 - Contact stakeholders in the student's education (administrators, teachers, parents or guardians) to determine attendance issues
 - 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
5. *Follow-up:* School counselors at each building level will review attendance trends on a quarterly basis with their administration to determine the best steps to continue towards the goal of increasing student attendance by the end of the school year. Some examples of rewards and incentives will be Atten"Dance" at the end of each 9 week period, participation in afternoon of games and Play Day, Semester test exemptions, and Perfect Attendance recognition each 9 weeks and the end of the school year. The percentage of attendance for each class will be placed on the bulletin boards and each month the class with the highest percentage will receive their choice from a playground toy or free recess. The teacher of that class will receive a certificate and his/her choice of an assortment of prizes.

C. Accountability

i. Assessing the Comprehensive School Counseling Program

Each year school counselors of the Dierks School District assess, reflect, and evaluate their Comprehensive School Counseling Plan to ensure that they are meeting the needs of the students. Counselors use the following data to assess their plan.

Dierks School District Comprehensive Counseling Plan

- Use-of-Time Calculator
- Feedback and Surveys from the Dierks School District staff, parents and students
- School Counselor TESS Evaluations
- Individual Counselor Reflections
- Collective Dierks School Counselors Reflections

ii. Sharing Data Results from Comprehensive School Counseling Program

- Presentations to Schools, Faculty, Parents, and Students
- Handouts at high traffic times such as Parent Teacher Conferences, Open House, and JAWES Fun Fest, CAPS Conferences.
- Annual Report to Public
- Inserted in the following year's Comprehensive School Counseling Plan

D. Results

The data shows that under our current goal of increasing attendance, the total percentage rate for the district dropped by more than .50%. We feel that some of this data could be a reflection on the change in the Covid-19 Quarantine policy for the state and our school. Prior to this school year, students were required to quarantine if they were in close contact with Covid-19, regardless of showing symptoms. The policy changed this year so that students were not required to quarantine unless they began showing symptoms. We know from talking with parents and students in our schools that many parents would keep their children home this year after a close contact just to be precautionary, but without a required quarantine, these students would be coded differently for the absence than in the year before, which would cause additional absentees to occur. Also, we had 4 school sports who were very successful in the postseason, which created some additional absentees, as students wanted to miss school to support them.

It is hard to know if our measures were effective or if our circumstances were just a little different, and although we did not achieve our goal, we do not feel a .50% drop was significant enough to warrant drastic changes. For the 2022-2023 school year, we are going to continue with the goals we aligned in our previous plan, but place more emphasis on parental engagement and involving all stakeholders.

E. Additional Resources

[Stop Bullying.gov](#)

[G.U.I.D.E. for Life](#)

[TESS for Counselors](#)

[ASCA National Model](#)

[Dierks School District Website](#)

