

Greenland School District Comprehensive School Counseling Plan

2022-2023



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GREENLAND COMPREHENSIVE SCHOOL COUNSELING PLAN

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GREENLAND COMPREHENSIVE SCHOOL COUNSELING PLAN

Vision

The Greenland School District counselors empower students with the development of academic, career, and social/emotional skills needed to be successful lifelong learners by exercising self-awareness, self-management, relationship skills, social awareness, and responsible decision-making.

Mission

The Greenland School District counselors will advocate for all students by addressing their academic, career, social/emotional needs through the implementation of a comprehensive school counseling program. The Greenland School District counseling program serves the whole child by providing a safe, supportive and challenging environment to promote student success at school, at home and in the community.

Program Goals

Due to lack of reliable data related to COVID-19, we were unable to compare attendance rates for the 2020-2021 and 2021-2022 school years.

The attendance rate for the Greenland School District for the 2021-2022 school year was 91.8%. The goal of the Greenland School District Counseling Department is to increase attendance by 0.5% for the 2022-2023 school year.

Action Steps

1. Counselors will use attendance reports from eSchool to identify moderate and high risk students related to chronic absenteeism by the end of September 2022.
 - a. Low risk students are absent less than 5% of their enrolled time. Moderate risk students are absent between 5% and 10% of their enrolled time. High risk students are absent more than 10% of their enrolled time.
2. Counselors will collaborate with administration, teachers, and caregivers to communicate the effect attendance has on educational success and identify any barriers. Counselors will also meet with the identified students to develop an attendance action plan.
3. Counselors will continuously monitor attendance throughout the school year using attendance reports and attendance action plans to evaluate student progress.

Management

Self-Assessment

Beginning this school year, the Greenland School District counselors will utilize the Arkansas Comprehensive School Counseling Self-Assessment to assess our school counseling program. Counselors will also use edReflect and PGP goals to guide assessment and reflection.

[Arkansas Comprehensive School Counseling Self-Assessment](#)

Annual Administrative Conference

School Counselors will meet with each building administrator prior to the beginning of each school year to discuss roles, responsibilities, and expectations.

[Greenland School District Annual Administrative Conference Form](#)

Advisory Council

During the 2022-2023 school year, the Greenland School District counselors will collaborate with the District Parent and Family Engagement Committee to establish an Advisory Council consisting of, but not limited to:

- Principals
- Nurses
- Administrative assistants
- SPED teachers
- School-based mental health therapists
- School resource officers
- District administration
- Parents
- Community stakeholders

The Advisory Council will meet at least once during the 2022-2023 school year to establish procedures and determine future meetings. A list of members, meeting dates and agendas will be uploaded.

Use of Time

The Greenland School District counselors will continue to use the SCUTA app to track the use of our time.

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Direct Services (90%) Face-to-Face with Students

<p>Classroom Guidance</p> <ul style="list-style-type: none"> ● Age appropriate ● Based on identified goals ● Limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week 	<ul style="list-style-type: none"> ● Career planning and exploration ● Orientation activities for transitioning students ● Addressing accelerated learning opportunities
<p>Individual & Group Counseling</p> <ul style="list-style-type: none"> ● Based on student needs ● Small groups meet regularly over a specified amount of time ● Follow-up should occur to ensure students are continuing to develop the skills taught in small group 	<ul style="list-style-type: none"> ● Interpretation of assessments ● Individual academic planning ● Guidance in understanding the advantages of career certifications and internships ● Behavioral supports ● Attendance ● School academic success skills
<p>Responsive Services</p>	<ul style="list-style-type: none"> ● Immediate concerns or crisis response ● Addressing students at risk

Indirect Services (90%) on Behalf of Students

<p>Providing Consultation</p> <ul style="list-style-type: none"> ● On behalf of a student ● Concerning a student's behavior, academics, or attendance 	<ul style="list-style-type: none"> ● Parent or legal guardian ● School staff ● Community agencies
<p>Making Referrals</p>	<ul style="list-style-type: none"> ● School based mental health services ● Child Abuse Hotline ● Parent or guardian communications
<p>Member of Decision Making Teams District counselors serve as contributing members of decision making teams that help determine appropriate actions for individual students and groups of students.</p>	<ul style="list-style-type: none"> ● Section 504 ● Response-to-Intervention ● English Learners ● Parental involvement or family engagement ● Positive behavioral Intervention Support ● Advanced placement and gifted & talented

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Administrative Activities (10%) Coordination, Chair, Duties

Coordination of Programs & Data Input	<ul style="list-style-type: none">● Assessment● Master schedules● Family and Community Engagement Plan● Positive behavioral supports● Response-to-Intervention
Chairing Committees & Meetings	<ul style="list-style-type: none">● Family and Community Engagement● Positive behavioral supports (LiveSchool)● Section 504 Determination and Review● Response-to-Intervention● Families in transition meetings
Assigned Duties	<ul style="list-style-type: none">● Monitoring students in common areas<ul style="list-style-type: none">○ hallway, cafeteria, playground and bus lines● Family and Community Engagement Facilitator

Calendars

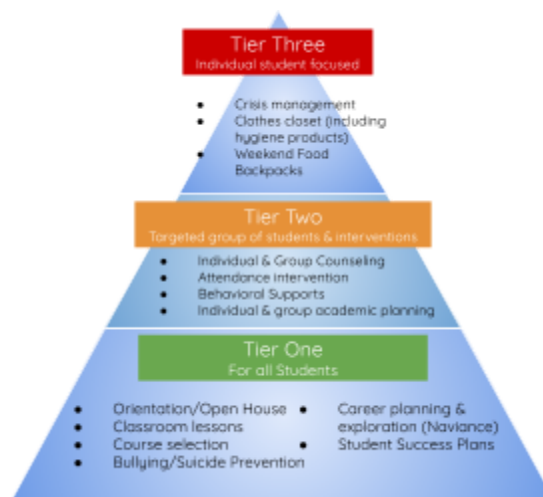
The attached calendars give an overview of the Greenland School District counseling programs and services provided throughout the year.

[Greenland School District Counselor Annual Calendars](#)

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Multi-tiered Services

Tiered Comprehensive Counseling Model	
<p>Tier 1: Tier 1 services are provided to all students. These services include classroom lessons, school-wide activities and individual student services. Services in Tier 1 are designed to be preventative and help students plan for their future in each of the three counseling domains of personal/social, academics and career.</p>	<p>Example: Counselors provide classroom lessons on self-regulation based on Needs Assessment responses, discussing and practicing identifying feelings, the use of healthy coping skills, and responsible decision-making.</p>
<p>Tier 2: Tier 2 services are provided to a smaller group of students. These services are designed to be both preventative and responsive in nature. These services include small groups, referrals to outside counseling agencies, consultation and collaboration with adults who interact with students including but not limited to parents, teachers and administrators.</p>	<p>Example: Small group sessions with 8 selected students to learn social skills to develop and maintain healthy relationships.</p>
<p>Tier 3: Tier 3 services are for students who need a more intense counseling approach. These services are preventive and responsive. They include individual counseling sessions and referrals to outside resources.</p>	<p>Example: A student who is struggling with self-esteem issues. The student would meet weekly individually for six sessions with the school counselor to focus on cognitive therapy to replace the negative self-talk positive self-talk.</p>



Delivery

Classroom Lessons

The school counseling core curriculum addresses academic growth, career exploration and social emotional learning. This curriculum is intentional, planned, and developmentally appropriate based on student needs. Classroom lessons do not exceed three per day or ten per week. Elementary students receive lessons on a rotating, bi-weekly basis.

Orientation and Transition Programs

Orientation is designed for students, parents and teachers to learn about the various student services offered to assist students in the transition from one school setting to another.

At the beginning of each year, Greenland School District hosts an open house at each building for students and caregivers to meet teachers and school staff and pick up school start packets.

As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

Transition programs consist of the following activities between each building level:

- Kindergarten students - the elementary school hosts a Kindergarten Round-Up each year in April. Caregivers complete enrollment forms while the student meets the Kindergarten teachers and completes testing.
- 4th grade - the elementary and middle schools collaborate to host a Bump Up day each year in May. The 4th graders complete a tour to the middle school to meet teachers and staff, learn procedures, and ask questions.
- 8th grade - the middle and high schools collaborate to organize a tour of the high school and visit with teachers and staff. Students develop Student Success Plans to provide a guide through high school, determine course selections for 9th grade, and students and caregivers meet with the student's CAP advisor.

Individual Planning

The Greenland School District counselors provide the following services to support individual growth:

Academic Advisement

The Greenland School District counselors recognize the importance of assisting students in the development of short and long term goals for educational decision-making. These are addressed in the following ways:

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- Consultation and coordination with parents, faculty, and agencies concerning student problems and needs
- Making appropriate referrals (Section 504, IEP, ELL, Gifted and Talented, etc.)
- Interpretation of testing and assessments
- Academic advisement for class selection
- Utilization of student records
- Specialized populations and needs

Additional strategies to support students' academic success may be utilized as deemed necessary.

Elementary	Middle	High
<ul style="list-style-type: none"> ● Learner Skills lesson unit (K-1) ● Lessons on growth mindset ● Study Skills lesson unit (4th grade) ● 7 Habits in Morning Show ● Member of GT Placement Committee 	<ul style="list-style-type: none"> ● Lessons on growth mindset (5-6) ● Lessons on problem solving (5-6) ● Lessons on identifying emotions (5-8) ● Social-Emotional Learning (SEL) and Mental Health Mega Bundle 	<ul style="list-style-type: none"> ● Lessons on how to access and navigate Home Access Center (HAC) to monitor academic progress, attendance and transcript. ● Lessons include learning skills: conflict resolution, time management, goal setting self-motivation, and social-emotional learning

Career Planning Process

Counselors provide classroom guidance and promote activities that focus on career awareness and guidance. Each building has its own grade-appropriate method to disseminate educational and career awareness information.

Elementary	Middle	High
<ul style="list-style-type: none"> ● Lessons on awareness of different careers, interests and skills 	<ul style="list-style-type: none"> ● 8th grade - develop Student Success Plans ● 8th grade - one semester of Career Orientation ● Career Action Planning (CAPs) and use of Naviance beginning in 8th grade ● Career Fair with Alumni involvement (5-8) ● Lessons on career awareness, interests and skills (Nov.) 	<ul style="list-style-type: none"> ● Student Success Plans ● Career Action Planning (CAPs) ● Naviance ● 11th grade - take the Armed Services Vocational Aptitude Battery (ASVAB) and ACT ● 12th grade - grade level meetings with career exploration and post high school planning as the focus ● Career and College fairs ● Advanced Placement and Concurrent Credit opportunities ● Industry certifications

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Additionally, the Greenland School District employs two career coaches who will work alongside the counselors. The career coaches will be responsible for following up with recent graduates, expose students to future career opportunities, and assist with the student success plans.

Counseling

Counseling assistance and support are provided to students in individual or small group settings to address situations impeding student success.

Student Success Plans

Each school year, all eighth grade students 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. Student Success Plans will be composed of resources that range from websites, Google Drive, and Naviance.

Suicide Prevention

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

All certified staff receive suicide awareness training, which includes identifying risk factors, appropriate response to students, and a referral to the school counselors or other mental health professional. Additionally, all teachers and staff members are provided with the [district suicide prevention action plan](#).

In grades K-8, prevention is embedded in classroom lessons regarding identifying emotions, conflict resolution, communication skills, and self-regulation.

In grades 9-12, prevention is embedded in various course curricula. Other prevention strategies include but are not limited to hosting guest speakers, assemblies, and parent nights.

Additionally, Greenland School District counselors bring awareness of suicide prevention by posting the crisis numbers for student use.



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Bullying Prevention

The counselors provide lessons to all students addressing bullying prevention by recognizing bullying behaviors, responding to bullying, assisting students who are targets of bullying, empowering students to become allies for targeted students, and developing conflict resolution skills.

Elementary	Middle	High
<ul style="list-style-type: none">• Tattle or Report lesson (K-2)• Types of Conflict lesson (3-4)• Conflict Resolution lesson unit (K-4)• Bullying Prevention Awareness Month	<ul style="list-style-type: none">• Introduction into dynamics of bullying (5-6)• Conflict vs Bullying lesson (5-8)• Conflict Resolution Lesson (5-8)	<ul style="list-style-type: none">• Bullying prevention is discussed during orientation activities introducing the Anonymous tip link on the district website

When a bullying incident has been referred to the counselor, the counselor meets with the parties involved, as deemed necessary, to determine the next appropriate steps. This may include individual sessions with the bully and victim, classroom lessons to emphasize conflict resolution or other related topics, remediation between the parties involved, or other actions to address the incident and provide prevention strategies.

The district provides an anonymous reporting form to report bullying incidents, [Anonymous Tip Reporting Form](#)

To review the district's bullying policy and procedures, please refer to the [District Student Handbook](#), Section 4.43.

ASCA Mindsets & Behaviors

[Greenland School District Counseling Standards](#)

Follow Up with High School Graduates

The high school counselor uses email and social media to reach out to most recently graduated seniors to determine their plans after high school: 2-year college, 4-year college, vocational school, military, and the workforce. We will also utilize the tracking capabilities of Naviance. Additionally, a survey posted on the school's social media is available to gather information on all Greenland High School Alumni.

Accountability

Program Reflection

Each year school counseling in the Greenland School District assesses, reflects, and evaluates 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:

- Arkansas Comprehensive School Counseling Self-Assessment
- SCUTA
- School Counselor TESS Evaluation and PGP goals
- Needs assessments and other feedback tools

The Greenland School District counselors will utilize the gathered data to assess whether program, professional and personal goals have been met. Review of our Comprehensive School Counseling Program, Our district counselors feel confident to meet the needs of our students academically, socially and emotionally. Prior data helps school counselors to more adequately meet the needs of all students. Data also shows that students understand and know how to reach out to school counselors for coping strategies and academic needs.

[2021-2022 GSD School Counseling Self-Assessments](#)

Stakeholder Sharing

The Greenland School District counselors recognize that stakeholders are an important part of the comprehensive school counseling program. Data and results may be shared in the following ways:

- Comprehensive School Counseling Plan posted on district website under State Required Information
- Presentations to Schools, Faculty, Parents and Students
- Handouts at high traffic times such as Parent Teacher Conferences, Open House, and Fall Festivals

Program Goal Outcomes

Due to COVID-19 and the implementation of hybrid learning, results for the 2020-2021 school year are not valid. In the 2021-2022 school year, the attendance for the Greenland School District was 91.8% which shows a decrease from the previous year. This could be due to students transitioning back to on site learning and lack of compliance with district attendance policies. One goal for the 2022-2023 school year is a more collaborative approach between parents/guardians and district staff emphasizing the importance of attendance.