



# Comprehensive School Counseling Program Clarendon School District



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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.

# 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 Goals

Program Goal  
2023-2024  
Clarendon Elementary School

Clarendon Elementary goal for 2023-2024 school year is to provide intervention to reduce chronic absenteeism district wide and to decrease the discipline referral rate and to improve social/emotional well being by enhancing self-awareness, self management, social awareness, relationship skills, and responsible decision making skills. This will in turn improve SEL skills, decrease behavioral concerns, increase academic engagement, and increase achievement outcomes.

Program Goal  
2023-2024  
Clarendon High School

Clarendon High School goal for 2023-2024 school year is to improve student success for All students whether attending a four year college or university, trade school, military or entering the workforce. Providing students with the necessary resources and guidance to make an informed decision post high school.

ASCA School Counselor Professional Standards & Competencies (2019)  
<https://www.schoolcounselor.org/asca/media/asca/home/SCCCompetencies.pdf>  
ASCA Ethical Standards for School Counselors (2016)  
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>  
ASCA Mindsets and Behaviors for Student Success: College-and-Career-Readiness Standards for Every Student (2021)  
<https://www.schoolcounselor.org/school-counselors/about-asca/mindset-behaviors>

**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

The Clarendon School District Counseling Program must be effectively and efficiently managed to deliver school counseling planned activities, strategies and interventions and to address all students' development needs. As a result, Clarendon school District Counselor utilize the management resources and recommendations of the American School Counselor Association (ASCA).

## Use of Time

K-6: Daily schedule

7-12: Daily schedule

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



## Administrative Conference and Advisory Council

Meet with Administration and School Board to present the Comprehensive School Counseling program and get feedback during the September board meeting.

Current participants include the following stakeholders: K-12 counselor, representatives of MCCIT committee, wellness committee, parents, and community members

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 social/emotional counseling  
Orientation  
Crisis Counseling  
Academic Advisement  
Assessment Interpretation  
School Wide Programs  
Course/Scheduling Assistance  
F/U with students at risk of dropping out  
Career Planning (HS)  
ACT (HS)  
Scholarship (HS)  
College visits (HS)  
College, vocational, and career guidance (HS)  
FAFSA (HS)  
Responsive services

### **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, working with parents, peer facilitation, 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

Register new students  
Academic Advising  
Open House  
Schedule Changes  
Classroom Guidance

## September

Student Meetings  
Classroom Guidance  
Goal setting  
Bullying Prevention  
Parent/teacher conferences  
ACT Enrollment Assistance  
Character Ed

## October

National Hispanic Heritage Month  
College and Career Fair  
PSAT  
NWEA  
Dyslexia Awareness Month  
National Bullying Prevention Month  
Character Ed

## November

Classroom Guidance  
Military Family Appreciation Month  
NWEA  
ASVAB  
Character Ed

## December

Classroom Guidance  
Character Ed  
Historically Black College Fair  
Cultural Diversity  
End of 1<sup>st</sup> Semester

## April

Administrative Professionals' Day  
ACT Aspire  
School Library Month  
Character Ed

## January

School Board Appreciation Month  
Meeting with families of seniors in danger of not graduating  
Transcript Review of All Student  
Character Ed

## May

Mental Health Month

## February

Black History Month

National School Counseling Week  
NWEA  
Parent/teacher conferences  
Character Ed

Teacher Appreciation Week  
School Nurses' Day  
AP Exams  
Graduation  
Final Transcripts sent to colleges

## March

Read Across America Day  
Character Ed

End of 4<sup>th</sup> 9 weeks

All Junior ACT  
End of 3<sup>rd</sup> 9 weeks

# 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 include but not limited to:

## K-6

- Lion Pride-Acknowledging Kindness
- Kindness is Caring
- Kindness and Feelings
- Being Kind to Yourself
- Setting Long and Short Term Goals
- Kindness Matters

- Character Education
- Self-Esteem
- Bully Prevention
- Self Awareness
- G.U.I.D.E. for life

## K-12

Topics addressed include:

- Transition school to school, after graduation etc.
- Graduation
- Academic Advisement
- Applying for Scholarships (12<sup>th</sup>)
- Bully Prevention
- Self Awareness
- Career Awareness
- Entering the Workforce (HS)
- Community Involvement

- Academic Achievement
- Social/Emotional Planning
- Safety
- G.U.I.D.E. for life



# 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.
- Resources are available outside the counselor's office.
- Classroom teacher implementation of the G.U.I.D.E for life.

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;

## Career Planning Process

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 reviewed 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.



# Post-Graduation Follow Up

## Following-up with high school graduates

Before students graduate from the Clarendon School District, they are given a questionnaire to complete giving their contact information and sharing their final plans for after graduation. In the fall after their graduation, the Clarendon School District School Counselor contact all of the graduates to find out whether they followed through on their plans or changed course. All of this information is recorded on a document on file with the Clarendon school district.

# **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.