



# **Cossatot River School District, Comprehensive Counseling Plan**

Updated 7.6.2022

## Cossatot River School District

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## **Foundation**

### Meet the Team

1. Gina Rosson
  - a. Cossatot River High School 7-12 Mental Health Counselor
    - i. Whole Group Counseling Lessons 7-12
    - ii. Small Groups 7-12
    - iii. Individual Counseling 7-12
    - iv. 7-9 Scheduling
    - v. School Test Coordinator
    - vi. CRHS Family and Community Engagement Coordinator
    - vii. District Homeless Liaison
2. Kristen Wade
  - a. Cossatot River Primary K-2 Counselor
    - i. Guidance Lessons
    - ii. Small Groups
    - iii. Individual Counseling
3. Karla Bray
  - a. Umpire Elementary K-6 Counselor
    - i. Guidance Lessons
    - ii. Small Groups
    - iii. Individual Counseling
4. Jill Hunter
  - a. Cossatot River High School 10-12 Counselor
    - i. College and Career Coach
    - ii. Whole group college and career counseling
    - iii. Individual college and career counseling
    - iv. Scheduling 10-12 grade students
    - v. School Test Coordinator
    - vi. Leadership Team Member
    - vii. Student Success Plan Coordinator
5. Diane Richardson
  - a. Cossatot River Elementary 3-6 Counselor
    - i. Guidance Lessons
    - ii. Small Groups
    - iii. Individual Counseling
    - iv. Intervention Team Member

- b. Umpire High School 7-12 Counselor
  - i. Student Success Plan Coordinator
  - ii. Small Groups
  - iii. Individual Counseling

## **Belief**

1. These beliefs are what the Cossatot River School Counselors hold to be true. All school counselors at Cossatot River School District believe:
  - a. Learning is a lifelong process.
  - b. ALL students can learn and achieve academic greatness when encouraged and nurtured in a respectful environment.
  - c. School Counselors are advocates for every student.
  - d. Students learn in different ways.
  - e. Counseling services are for all students.
  - f. All students should be treated with respect.
  - g. Every student has the right to make choices and accept responsibility for choices made.

## **Vision**

The Cossatot River School District Counseling Department, in partnership with students, parents, staff, and community, will invest in all students by equipping them with the knowledge, skills, and critical thinking abilities to become contributing and responsible members of our community. In addition to that, counselors will charge themselves with the goal of supporting academic, personal/social, and career growth among students.

## **Mission**

The Cossatot River School District Counseling Department will serve students by providing a proactive, comprehensive, and developmentally appropriate program. Counselors will support students in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, and productive workers. Counselors will address students' academic and career goals in addition to supporting their personal and social needs.

## **2023-24 Program Goals**

### **Cossatot River Primary**

#### **Area of Concern**

Vandervoort Elementary School and Wickes Elementary School (K-6) have been restructured into Cossatot River Primary School (K-2) and Cossatot River Elementary School (3-6) beginning this school year (2022-2023). The Cossatot River Primary School counseling program will support the creation of a positive school environment and culture through Social Emotional Learning and self-awareness skills. By May 2022, Cossatot River Primary School will demonstrate an increase in self-awareness/SEL skills as measured from pre- to post- perception survey results.

#### **SMART GOAL**

The Cossatot River Primary School counseling program will support the further development of a positive school environment and culture through Social Emotional Learning and self-awareness skills. The primary school counselor will provide support to teachers and students to develop a healthy, well grounded sense of self awareness which influences student behavior in personal and academic situations. Students who are self confident are able to communicate effectively and utilize resources to solve problems. By May 2024, Cossatot River Primary will demonstrate an increase in self awareness/ESL skills measured from pre-to post- perception survey results.

#### **Action Steps:**

1. Lessons will be presented to all groups and individual counseling (as needed) to facilitate positive attitudes toward the school environment.
2. Provide students with adult help.
3. Lessons concerning social and emotional essential skills will be given.
4. Students will be given lessons concerning self awareness.

## Cossatot River Elementary

### Area of Concern

Students at Cossatot River Elementary School need ongoing learning and reflection on a wide range of future readiness topics. Many students are unaware of the connections between what they are learning and future goals.

### Data Review

- Data reports can be run using the Xello program, therefore, the progress of the students' work in Lessons can be tracked. There is a Lessons completion Summary report that is a summary of the progress of all lessons.

### Data

- Data will be collected throughout the school year to determine the areas of growth that are needed through the surveys given to students through the Xello Program.

### What are we doing well?

- Data reports can be run using the Xello program, therefore, the progress of the students' work in Lessons can be tracked. There is a Lessons completion Summary report that is a summary of the progress of all lessons. .

### Where are our barriers to learning, or areas for growth?

- The students' self motivation and having the necessary technology available to complete the self-paced learning.

### SMART GOAL

During the 2023-2024 school year, students will explore their own interests and develop new ones using the Xello program. The goal is to have each elementary student complete three lessons related to careers. The lessons are self paced, so some students will be able to explore and complete more lessons..

### Action Steps:

1. CRES students will develop a sense of who they are and what makes them unique. By students knowing their personal interests, they can start to get a sense of what careers might be suitable for them.
2. CRES students will begin the groundwork for ongoing self-reflection and discovery. .

## Cossatot River High School

### Area of Concern

Based on information collected from eschool, 25% of 9th grade students failed one or more core (english, math, science, and history) subjects during the 2022-2023 school year.

### SMART Goal

Increase the number of 9th grade students passing CORE subjects by 5% during the 2023-2024 school year.

### ASCA Mindset Standards

School counselors encourage the following mindsets for all students:

- Mindset 3-Positive attitude toward work and learning.
- Mindset 4-Self-confidence in ability to succeed
- Mindset 5-Belief in using abilities to their fullest to achieve high-quality results and outcomes
- 

### ASCA Behavior Standards

School counselors provide instruction and counseling to help all students demonstrate:

#### Learning Strategies

- B-LS 3 Time-management, organizational skills, and study skills
- B-LS 7 Long and short term academic goals

#### Self-Management Skills

- B-SM 5 Perseverance to achieve long- and short-term academic goals

### Closing the Achievement Gap Interventions

#### Action Steps:

<u>Direct Student Services</u>	<u>Indirect Student Services</u>
<u>Action Step 1</u> Tier I Whole classroom guidance lessons: <ul style="list-style-type: none"> <li>• Develop an understanding of the relationship between classroom performance and success in school and beyond</li> <li>• Increase self-awareness of</li> </ul>	<u>Action Step 1</u> Monitor grades every three weeks for all 9th grade students using eschool and Cognos reports

strengths, weaknesses, and learning styles	
<u>Action Step 2</u> Tier II <ul style="list-style-type: none"> <li>After each 3 week progress report, students with a D or an F in a core subject will meet with the counselor to discuss specific learning strategies.</li> </ul>	<u>Action Step 2</u> Analyze eschool transcripts and standardized test scores to identify specific strengths and weaknesses for Tier II and Tier III students
<u>Action Step 3</u> Tier III individual meetings <ul style="list-style-type: none"> <li>Students who have a D or F after the first 9 weeks of a semester will meet weekly with the counselors during the next 9 week period.</li> </ul>	<u>Action Step 3</u> Communicate with Tier II and III parents and core subject teachers regarding progress

#### Data Review

- Eschool and Cognos Reports
- Documentation of Tier I whole group lessons
- Documentation of Tier II and III meetings

#### Data Results

- May 2024

#### Implications

- We will look at which practices had the greatest impact on student achievement and build upon those practices

#### Area of Concern

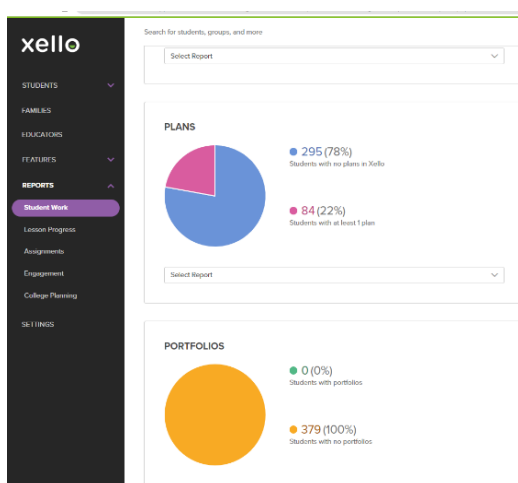
Students at Cossatot River High School need direction for post-secondary education options. Many students are unaware of the various careers and options available to them. Therefore, by the end of the academic year, 75 % of high school students grade 10-12th will have completed at least one career exploration activity, such as job shadowing experience, reverse career fair, or informational interview, to enhance their understanding of various career paths and make informed decisions about their future education and career choices. By implementing this SMART goal,

high school students will have the opportunity to gain practical exposure and insights to various careers, allowing them to make informed decisions about their future education and career paths.

### Data Review

- The data below was taken from the Xello program. This data represents the number of times students have logged into the program to determine their career interests and skills. By reviewing the data, it is clear to see that students' usage should be used throughout the school year. By going into the classroom monthly, the students will have more opportunities to complete their career assessments and learn more about various careers.

### 3. Data



What are we doing well?

- At CRHS, we are getting into the classrooms and making students aware of various options after high school. We are forming relationships with students which help them to be more open and optimistic about their future goals.

Where are our barriers to learning, or areas for growth?

- Use of classroom time, students' self motivation, and having the necessary technology available to complete the assignments.

## Umpire Schools

### Area of Concern

- Students at Umpire Schools are in need of direction and incentive to maintain regular attendance. Students are frequently absent which affects their academic performance.

### Data Review

- The data reviewed from eSchool for Umpire Elementary School revealed absence rates for 2022-2023 at an average of 40.72%.
- The data reviewed from eSchool for Umpire High School revealed an absenteeism rate of 49.6%.

#### Data

- The previous school year students missed 4.6% of their school days.

#### What are we doing well?

- Umpire keeps accurate daily attendance records
- Teachers receive a reminder through eSchool to complete attendance, as well as from the administrative secretary by 9:00 a.m.
- Principal and SRO reviews high school attendance for students to ensure there are no truancy issues.
- Teachers review student attendance records to maintain required number of absences to receive credit per Umpire Handbook
- Attendance policies are highlighted in the yearly Open House and handbook student meetings
- Attendance letters are mailed to parents regarding truancy issues and excessive absences.
- FINS applications are submitted on students who have reached a specific number of absences per handbook.
- High School students are reminded of attendance in biweekly PLC Student Enrichment Meetings.

#### Where are our barriers to learning, or areas for growth?

- Cossatot River School District is Free and Reduced Lunch.
- Umpire School is 62.37% low income.
- Lack of industry in the area to support income.
- Attendance inhibits instructional growth due to inconsistent instruction and development of basic skills.
- Medical care for absences that are medically related is limited due to poverty level.

#### SMART GOAL

1. Umpire Schools will increase student attendance by 2% from 2022-2023 school year by tracking attendance at each grade level through eSchool and Cognos reports.
2. The school counselor will:
  - a. Students will establish a culture of on time attendance.
  - b. Students will establish a culture of maintaining attendance throughout the day without leaving early unless medically necessary.

#### ACTIONS:

Tier I strategies (Tier 1 is aimed at 100% of students, parents, school staff, and community stakeholders)

1. Administrative Assistant/Principal/SRO/Teachers will monitor data daily. The administrative assistant will remind teachers to enter attendance by 9:00 a.m.
2. Principal and SRO (Truant Officer) will monitor weekly attendance to ensure students/parents/teachers are aware of chronic absenteeism.
3. Thrillshare/Apptegy system will send daily reminders of absences to parents.
4. School staff will contact parents by email/Dojo/Thrillshare/letter of absenteeism and importance of attendance.
5. Attendance line on daily/weekly communication log to ensure attendance is monitored and parents are aware of absences.
6. Attendance will be included on all student report cards.
7. During Open-House, Kindergarten activities, family tours, Parent-Teacher conferences, and other opportunities with parents, teachers will express the importance of attendance and present regular updates to parents regarding their students' attendance.
8. Umpire will integrate information regarding chronic absences into parent meetings, programs, and communication throughout the 2023-2024 school year.

Tier II strategies:

1. Principal, SRO, and the counselor will meet with students and contact parents of individuals who have more than 4 unexcused absences and more than 6 medically excused absences.
2. Parent-Teacher conferences with support staff will be scheduled to discuss individual barriers to attendance.

Tier II strategies:

1. School nurses will follow-up on medically related absences.
2. Families will be connected with counseling/social services to provide support and services for chronically absent students.
3. FINS reports will be filed with county agencies on students who have missed 8 or more unexcused absences.

## **Standards and Competencies**

The Cossatot River School Counselors follow the American School Counseling Association model for Standards and Competencies.

1. [American School Counseling Association model for Standards and Competencies](#)

The Cossatot River School Counselors follow Arkansas Department of Education TESS Standards and Competencies.

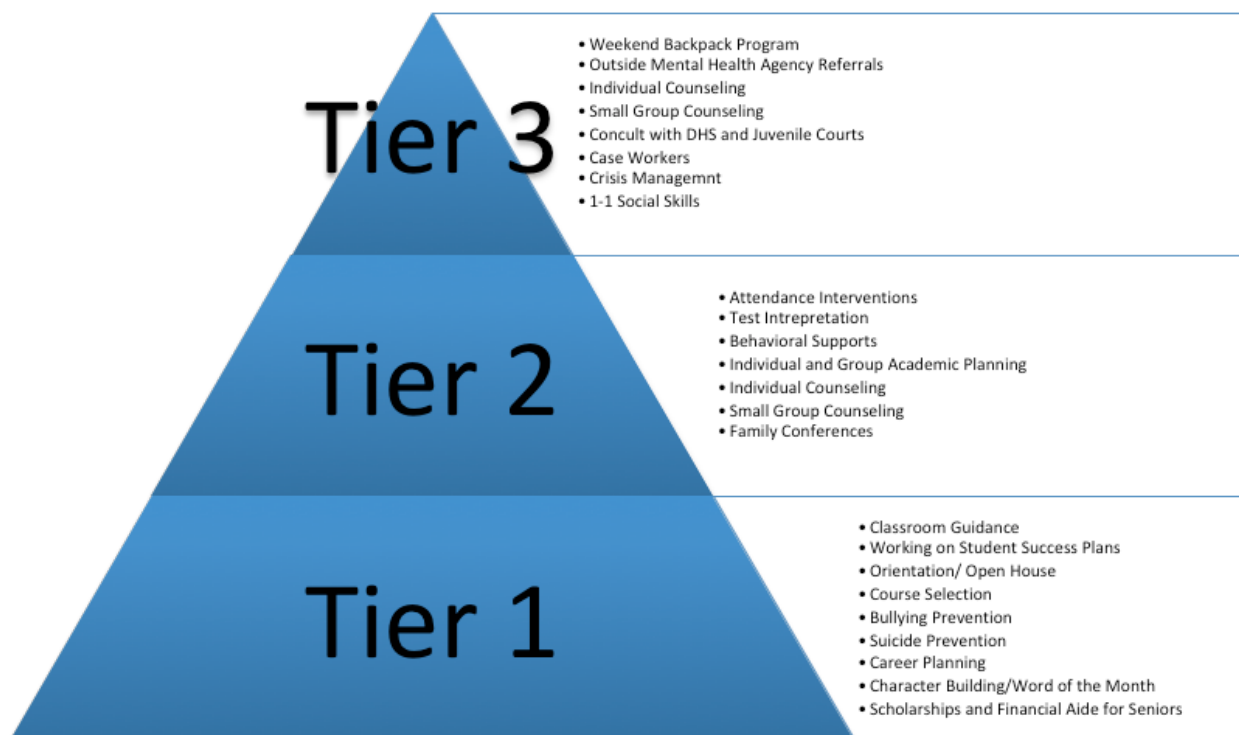
2. [Arkansas Department of Education TESS Standards and Competencies](#)

The Cossatot River School Counselors follow the Guide for Life for Standards and Competencies.

3. [Guide for Life](#)

## **Delivery – Multi-tier System**

Direct, Indirect, Administrative Activities, Duties, Use of Time, and Advisory Counsel



### Direct Services

#### Individual Counseling - Tier 2 and 3

Students have access to the counselor on an individual basis for the purpose of discussing private 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:

1. Suspected child abuse (physical or mental)
2. Any behavior change which is sudden or unusual
3. Traumatic family experiences
4. Or indications of mounting hostility between child and teacher or peer group.

#### Small Group - Tier 2 and 3

The Cossatot River 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 Cossatot River School District include but are not limited to:

1. Friendship
2. Manners
3. Divorce
4. [Bullying](#)
5. Anger
6. Anxiety
7. Depression
8. Organization Skills
9. Study Skills
10. Conflict Resolution
11. Emotions
12. Communication
13. Vaping
14. Self-Injury (Cutting)

#### Classroom Lessons - Tier 1

At the elementary level, counselors 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 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.

#### Child Safety Matters Program - Tier 1

In partnership with Cooper-Anthony Mercy Child Advocacy Center, the Child Safety Matters program is used to teach children to identify their safety net of trusted adults and encourages them to reach out to one of those adults if anyone is trying to break their safety rules. Its intent is to encourage communication between the children and the adults in their life about this important topic, just as we do with any other danger. They want children to walk around smart, not scared. This curriculum is upbeat, positive and active. It moves away from what scares the child and moves to what action steps they can take when someone is asking them to break a safety rule. The Cooper-Anthony Mercy Child Advocacy Center Children's Safety Center offers Child Safety Matters to elementary schools, after school programs, child care facilities, and any other youth-serving organizations. This is a primary prevention program that addresses bullying, cyberbullying, digital dangers, and all types of child abuse. The program was developed using the attached theoretical foundations and is aligned with the national academic and health standards.

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#### Responsive Services - Tier 2 and 3

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 Cossatot River School District include but are not limited to:

1. Individual or small group counseling to address
  - a. Obstacles to learning
  - b. Family/peer concerns
  - c. Social/emotional needs
  - d. Personal endangerment/suicide risk

2. Crisis Counseling
  - a. Suicide
  - b. Death
  - c. Conflict Resolution
  - d. Consultation and referrals

#### Suicide Prevention - Tier 1, 2, 3

1. In the Cossatot River School District, suicide prevention starts with recognizing the warning signs and taking the responsibility to address them seriously.
  - a. Warning signs include any of the following
    - i. Talking about killing or harming oneself
    - ii. Talking or writing a lot about death or dying
    - iii. Seeking out things that could be used in a suicide attempt
    - iv. Feelings of Hopelessness
    - v. Dramatic mood swings
    - vi. Sudden personality changes such as switching from outgoing to withdrawn or well behaved to rebellious.
    - vii. Loss of interest in day-to-day activities
    - viii. Neglect of appearance
    - ix. Big changes in eating or sleeping habits
    - x. Self-loathing or self hatred
    - xi. Saying goodbye
    - xii. Getting affairs in order
2. CRSD Counselors impress upon students the importance of speaking up if they are worried about another student or themselves.
3. CRSD Counselors respond quickly to students in crisis by evaluating the immediate danger of the student by determining if the student has a plan or the means to carry out the plan, a time set for doing it and the intention of suicide.
4. Once a level of risk is determined, counselors at CRSD will act according to the best interest of the student. These actions can include calling a crisis center, informing parents and administration, offering counseling and support, creating a safety plan and/or suicide contract.
5. If the risk is low, counselors will offer help and support by lending an empathetic, listening ear and in some cases refer students to an outside agency like The Guidance Center.
6. Counselors inform students of the Suicide Hotline number by posting it in building as well as handing it out business cards to students as needed. The National Suicide Prevention Lifeline can be accessed by calling 1-800-273-TALK, texting 741-741, or visiting their website [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
7. In the primary and elementary schools, guidance lessons about social/emotional learning are taught throughout the year in K-6. These lessons include topics such as

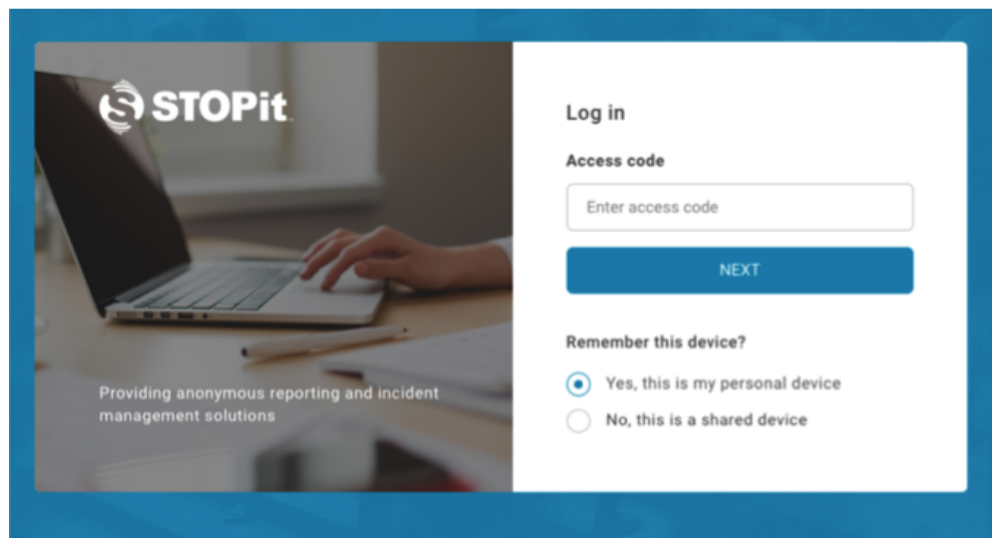
identifying and expressing feelings as well as identifying needs and wants. Students are also encouraged to promote the power of connectedness by identifying a trusted adult in the building that they feel comfortable speaking to.

8. In the high school setting, counselors encourage students to identify and keep a trusted adult as well as counselors teach students how to recognize suicide warning signs and encourage friends to reach out if another student is struggling.

#### Bullying Prevention - Tier 1, 2, 3

1. In the Cossatot River School District bullying prevention starts with recognizing the unwanted behaviors and taking the responsibility to address them seriously.
2. [Bullying Prevention Lesson](#)
3. [Bullying Prevention Lesson](#)
4. CRSD uses the Arkansas Department of Education Division of Elementary & Secondary Education "[Guidance on Bullying Prevention](#)" document to guide the school district in its anti-bullying guidelines.
5. Bullying behaviors can include any of the following:
  - a. Verbal bullying is saying or writing mean things. Verbal bullying includes:
    - i. Teasing
    - ii. Name-calling
    - iii. Inappropriate sexual comments
    - iv. Taunting
    - v. Threatening to cause harm
  - b. Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
    - i. Leaving someone out on purpose
    - ii. Telling other children not to be friends with someone
    - iii. Spreading rumors about someone
    - iv. Embarrassing someone in public
  - c. Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
    - i. Hitting/kicking/pinching
    - ii. Spitting
    - iii. Tripping/pushing
    - iv. Taking or breaking someone's things
    - v. Making mean or rude hand gestures
    - vi. Cyberbullying is a form of bullying or harassment using electronic means.
    - vii. Teasing
    - viii. Name-calling
    - ix. Inappropriate sexual comments
    - x. Taunting

- xi. Threatening to cause harm
  - xii. Spreading rumors about someone
  - xiii. Embarrassing someone online
6. Cossatot River School District's teachers and staff strive to provide all students with a safe environment in which to learn, grow and develop. In order to carry this goal out, we seek to enlist the support and cooperation of all parents in the school community. To do this, Cossatot River Schools use the STOPit online reporting tool. STOPit is designed to deter and mitigate bullying, cyber abuse, and other inappropriate behaviors, consisting of an app and a back-end incident management system for school administrators. Students can use STOPit to reach out for help if they or a peer is facing a personal crisis or experiencing bullying, abuse, or are otherwise in need of assistance. Our goal with STOPit is to create safer, kinder, school communities both online and off. Reporting incidents is anonymous and no student information is needed to use STOPit. The only way personally identifiable information will be accessible through STOPit is if a student voluntarily includes it within the content of a report or message.
7. To sign up to use STOPit, students will need to download the app in the app store and enter the code below or scan the QR code below. Students can also access it on the web using the link below.
- a. <https://appweb.stopitsolutions.com/login>



- b. WES Access Code – weseagles



c. Umpire Schools Code – uwildcats



d. Cossatot River High School Code – crhseagles

e. Vandervoort Elementary School Code -veseagles



#### Orientation and Transition - Tier 1

In the Cossatot River School District, transitions mark the time period when students move from one school environment into another. Transitions occur in CRSD when students

transition from the primary to elementary then into the secondary setting and from the secondary and postsecondary settings. Our schools are divided into K-2, 3-6, and 7-12 settings. Each school prepares students, families, and communities to develop the necessary skills, knowledge and relationships to assist students in successfully moving from one setting to another. At Cossatot River Primary and Cossatot River Elementary, 2nd and 6th students participate in an annual Preview Day held each spring. Preview Day allows students to visit the next grade's classrooms where they learn what is expected in the upcoming grade level. At Cossatot River Elementary, 6th grade students will visit the Cossatot River High School for Preview Day. Preview Day includes a high school tour, meet and greet with teachers, and lunch in the high school cafeteria. At Umpire Elementary, 6th grade students visit Umpire High School for a tour. Umpire School is such a small campus that most students are familiar with the school setting. For Umpire and Cossatot River High School students, transitions include the Student Success Planning process which is composed of post-secondary options. These options include trade schools, military, workforce, and college transitions. Visit the following link for more information on the [Student Success Planning](#) process.

#### Academic Class Selection - Tier 1

Each year in the spring, students meet with their Mentors/Advisors and parents individually to choose classes for the upcoming school year. Students review their [Student Success Plans](#) and select classes via their Home Access Center (HAC) accounts while meeting with their mentor who will confirm the selections. Parents can view course selections via their Home Access Center Parent account. Students are allowed to only make changes to their course selections with their advisor or school counselor. After this date, course request changes will only be made on a space available basis by seeing their school counselor.

#### Indirect Counseling

##### Consultation - Tier 2 and 3

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:

1. Assisting teachers in working with individual students or groups of students.
2. Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum.
3. Assisting in the identification and development of programs for students with special needs.
4. Participating in school committees that address substance abuse, gifted and talented education, curriculum development, coordination of each grade level, and school accreditation.
5. Interpreting student information, such as results of standardized tests for students and team members.
6. Consulting regularly with other specialists (e.g., psychologists and representatives from community agencies).

### Referrals - Tier 2 and 3

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:

1. The Guidance Center
  - a. Address: 307 S Cherry St, Mena, AR 71953
  - b. Phone: (479) 394-5277
2. Valley Behavioral Services
  - a. Address: 10301 Mayo Dr, Barling, AR 72923
  - b. Phone: (888) 671-6174
3. Pinnacle Pointe Hospital
  - a. Address: 11501 Financial Centre Pkwy, Little Rock, AR 72211
  - b. Phone: (501) 223-3322
4. Riverview Behavioral Health Hospital
  - a. Address: 701 Arkansas Blvd, Texarkana, AR 71854
  - b. Phone: (870) 626-0328
5. AR Connect Now- Free virtual mental health resource.
  - a. Phone 1800-482-9921 (501)526-5363

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:

1. Referring students and parents with special needs to resources in and outside the school.

2. Maintaining contacts with outside resources.
3. Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines.
4. Following up on referrals.

#### Decision Making Teams - Tier 2 and 3

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

1. Section 504
2. Response-to-Intervention
3. English Language Learners
4. Parental Involvement
5. Leadership Teams
6. District Support Plan
7. Individual Education Plan (IEP)
8. Gifted and Talented Program Team

## Administrative Activities

#### Coordination of Programs and Data Input

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

1. Cossatot River Elementary – Diane Richardson
  - a. Yearbook Sponsor
2. Umpire Schools – Karla Bray and Diane Richardson
  - a. Student Success Plans
    - i. Create Student Success Plans
    - ii. Maintain all programs related to the Student Success Plans
  - b. Xello Accounts
    - i. Create and maintain students in Xello
  - c. Virtual Arkansas
    - i. Online Courses Registration and management.
  - d. Master Schedule
    - i. Develop Master Schedule
    - ii. Change Schedules as needed
  - e. eSchool
    - i. Transcripts
    - ii. Grade Entry
    - iii. Fix Data Errors in eSchool
    - iv. Graduation Rate

3. Cossatot River Primary School – Kristen Wade
  - a. None
4. Cossatot River High School – Gina Rosson and Jill Hunter
  - i. Personal Needs Profiles
  - ii. Creating Test Sessions
  - iii. Print ACT Aspire Tickets
  - iv. Training Staff on Testing
  - v. ACT submission of testing accommodations
  - vi. ACT staff training
  - vii. ACT testing scheduling
- b. Workkeys
  - i. Creating groups for curriculum
  - ii. Creating testing groups
  - iii. Training staff on testing
  - iv. Workkeys testing scheduling
- c. Student Success Plans
  - i. Create Student Success Plans
  - ii. Maintain all programs related to the Student Success Plans
- d. Xello Accounts
  - i. Create and maintain students in Xello
- e. Virtual Arkansas
  - i. Online Courses Registration and management.
- f. Master Schedule
  - i. Develop Master Schedule with Principal
  - ii. Change Schedules as needed
- g. eSchool
  - i. Transcripts
  - ii. Grade Entry
  - iii. Fix Data Errors in eSchool
  - iv. Graduation Rate

#### Chairing Committees and Meetings

In the Cossatot River School District Counselors chair the following committees:

1. Cossatot River Elementary – Diane Richardson
  - a. None
2. Umpire Schools –Karla Bray and Diane Richardson
  - a. None
3. Cossatot River Primary -Kristen Wade
  - a. None
4. Cossatot River High School – Gina Rosson

a. Parental Involvement

- i. 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:
  1. Techniques for helping their children meet academic, personal, and social potential.
  2. Development of study habits.
  3. Explanations concerning the value of testing.
  4. Techniques for helping the student do well on testing.
  5. Disaggregation of the student's test results. (Istation) (ACT Aspire) (ACT)
  6. Counteracting negative peer pressure.
  7. Preventing substance abuse.
  8. Coping with divorce.
  9. Managing disruptive behaviors

## Duties

In the Cossatot River School District Counselors have the following duties which include but are not limited to supervising students in common areas such as the hallway, cafeteria, playground, car rider lines and bus lines.

1. Cossatot River Elementary – Diane Richardson
  - a. Morning Car Rider Duty one week a month from 7:15-7:55 a.m.
2. Umpire Schools –Karla Bray and Diane Richardson
  - a. None
3. Cossatot River Primary - Kristen Wade
  - a. Recess duty one day a week.
4. Cossatot River High School – Gina Rosson and Jill Hunter
  - a. Supervise Hallways between classes

## **Management**

### Annual Administrative Conferences

1. [Cossatot River Primary](#)
2. Cossatot River Elementary

3. [Cossatot River High School](#)
4. [Umpire Schools](#)

#### Administrative Assessments

1. [Umpire Elementary](#)
2. [Umpire High School](#)

#### Self-Assessments

1. [Cossatot River Primary](#)
2. [Cossatot River Elementary](#)
3. [Cossatot River High School](#)
4. [Umpire Schools](#)

#### Use of Time

Counselors in the CR School District use the [Use of Time Documents](#) provided by the Arkansas Department of Education as well as our personal calendars to evaluate their use of time. Since duties vary from day to day and week to week, using the Arkansas Use-of-Time calculators provides an effective way to monitor the amount and type of counseling services being provided each month to students in the school.

#### Advisory Council

CRSD has created an Advisory Council. This council allows counselors to share information about our programs and services. It is a way to allow others to see how our goals impact our students and allows us to get valuable information and input from stakeholders. The members of this advisory council and notes are linked below:

[Arkansas School Counselor Advisory Council Meeting](#)

## Calendars

Cossatot River Elementary School

Cossatot River Elementary School Calendar

Cossatot River Elementary School	
August	January
<ul style="list-style-type: none"> <li>• New Student Orientation</li> <li>• Open House Resource Center</li> <li>• ETS Recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Guidance Lesson – Respect</li> <li>• 3-6 Classroom Guidance Lesson – Careers</li> <li>• Star Student of the Month</li> </ul>
September	February
<ul style="list-style-type: none"> <li>• Classroom Guidance Lesson – Optimism</li> <li>• 3-6 Classroom Guidance Lesson – Careers</li> <li>• Star Student of the Month</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Guidance Lesson – Kindness</li> <li>• 3-6 Classroom Guidance Lesson – Careers</li> <li>• Star Student of the Month</li> </ul>
October	March
<ul style="list-style-type: none"> <li>• Classroom Guidance Lesson – Responsibility</li> <li>• 3-6 Classroom Guidance Lesson – Careers</li> <li>• Parent/Teacher Conferences Resource Center</li> <li>• Star Student of the Month</li> <li>• Empower Me Safe Touches Lesson with Cooper-Anthony Mercy Child Advocacy Center</li> <li>• Red Ribbon Week</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Guidance Lesson – Trustworthiness</li> <li>• 3-6 Classroom Guidance Lesson – Careers</li> <li>• Parent/Teacher Conferences Resource Center</li> <li>• Star Student of the Month</li> </ul>
November	April

<ul style="list-style-type: none"> <li>• Classroom Guidance Lesson – Citizenship</li> <li>• 3-6 Classroom Guidance Lesson – Careers</li> <li>• Star Student of the Month</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Guidance Lesson – Fairness</li> <li>• 3-6 Classroom Guidance Lesson – Careers</li> <li>• Star Student of the Month</li> <li>• Empower Me Safe Touches Lesson with Cooper-Anthony Mercy Child Advocacy Center</li> </ul>
December	May
<ul style="list-style-type: none"> <li>• Classroom Guidance Lesson – Caring</li> <li>• 3-6 Classroom Guidance Lesson – Careers</li> <li>• Star Student of the Month</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Guidance Lesson – Perseverance</li> <li>• 3-6 Classroom Guidance Lesson – Careers</li> <li>• Preview Day – Each grade spends the day with an upper level teacher</li> <li>• Star Student of the Month</li> </ul>

[Additional Topics](#)

## Umpire Schools

### Umpire Schools Calendar

Umpire School	
August	January
<ul style="list-style-type: none"> <li>● Schedule changes as needed</li> <li>● Create schedules for new students</li> <li>● Advise students on graduation requirements</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Guidance Lesson - Respect</li> <li>● Monthly Student Success Plan Meeting</li> <li>● Backpack Food Program</li> <li>● ACT Prep with Juniors</li> <li>● Update scholarship information in Google Classroom</li> </ul>
September	February
<ul style="list-style-type: none"> <li>● Classroom Guidance Lesson – Optimism</li> <li>● Monthly Student Success Plan Meeting</li> <li>● Backpack Food Program</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Guidance Lesson – Kindness</li> <li>● Monthly Student Success Plan Meeting</li> <li>● Backpack Food Program</li> <li>● ACT Prep with Juniors</li> <li>● Update scholarship information in Google Classroom</li> </ul>
October	March
<ul style="list-style-type: none"> <li>● Classroom Guidance Lesson – Responsibility</li> <li>● Monthly Student Success Plan Meeting</li> <li>● Backpack Food Program</li> <li>● Take Seniors to Senior Day at UARM</li> <li>● ACT informational meeting with Juniors and Seniors</li> <li>● Senior scholarship and FAFSA informational Meeting</li> <li>● Update scholarship information in Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Guidance Lesson – Trustworthiness</li> <li>● Monthly Student Success Plan Meeting</li> <li>● Backpack Food Program</li> <li>● Student Success Plan Training for Teachers</li> </ul>
November	April

- Classroom Guidance Lesson – Citizenship
- Monthly Student Success Plan Meeting
- Backpack Food Program
- Take Seniors to College Fair at University of Arkansas at Rich Mountain (UARM)
- Senior Scholarship and FAFSA informational Meeting
- Update scholarship information in Google Classroom
- Arrange College Recruiter Visits

- Classroom Guidance Lesson – Fairness
- Monthly Student Success Plan Meeting
- Backpack Food Program
- Take Juniors to Junior Day at UARM
- Update scholarship information in Google Classroom
- Student Success Plan Conferences where students plan their next years courses

**December****May**

- Classroom Guidance Lesson – Caring
- Monthly Student Success Plan Meeting
- Backpack Food Program
- Counselor meets with students who need to retake courses or need credit recovery
- Update scholarship information in Google Classroom
- Arrange College Recruiter Visits

- Classroom Guidance Lesson – Perseverance
- Monthly Student Success Plan Meeting
- Backpack Food Program
- Prepare Transcripts and Diplomas
- Send final Transcripts to colleges
- Update Concentrators List
- 6<sup>th</sup> Grade Orientation Program/Preview Day

## Cossatot River Primary School

## Cossatot River Primary School Calendar

Cossatot River Primary School	
August	January
<ul style="list-style-type: none"> <li>• Open House</li> <li>• K-2 Classroom Guidance Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• K-2 Classroom Guidance Lessons</li> <li>• K-2nd grade Small Group Lessons</li> <li>• Star Student of the Month</li> </ul>
September	February
<ul style="list-style-type: none"> <li>• K-2 Classroom Guidance Lessons</li> <li>• K-2nd grade Small Group Lessons</li> <li>• Star Student of the Month</li> </ul>	<ul style="list-style-type: none"> <li>• K-2 Classroom Guidance Lessons</li> <li>• K-2nd grade Small Group Lessons</li> <li>• Star Student of the Month</li> </ul>
October	March
<ul style="list-style-type: none"> <li>• K-2 Classroom Guidance Lessons</li> <li>• K-2nd grade Small Group Lessons</li> <li>• Star Student of the Month</li> </ul>	<ul style="list-style-type: none"> <li>• K-2 Classroom Guidance Lessons</li> <li>• K-2nd grade Small Group Lessons</li> <li>• Star Student of the Month</li> </ul>
November	April
<ul style="list-style-type: none"> <li>• K-2 Classroom Guidance Lessons</li> <li>• K-2nd grade Small Group Lessons</li> <li>• Star Student of the Month</li> </ul>	<ul style="list-style-type: none"> <li>• K-2 Classroom Guidance Lessons</li> <li>• K-2nd grade Small Group Lessons</li> <li>• Star Student of the Month</li> </ul>
December	May

- K-2 Classroom Guidance Lessons
- K-2nd grade Small Group Lessons
- Star Student of the Month

- K-2 Classroom Guidance Lessons
- K-2nd grade Small Group Lessons
- Star Student of the Month

## Cossatot River High School

[Cossatot River High School 7-12 Calendar](#)

[Cossatot River High School Career Counseling Calendar](#)



Cossatot River High School	
August	January
<ul style="list-style-type: none"> <li>• Open House</li> <li>• Schedule Pick up and advisement</li> <li>• New Student Orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Student Success Plan Meeting</li> <li>• ACT Prep with Juniors</li> <li>• Update scholarship information in Google Classroom</li> </ul>
September	February
<ul style="list-style-type: none"> <li>• Monthly Student Success Plan Meeting</li> <li>• Take Seniors to Senior Day at UARM</li> <li>• ACT informational meeting with Juniors and Seniors</li> <li>• Senior scholarship and FAFSA informational Meeting</li> <li>• Update scholarship information in Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Student Success Plan Meeting</li> <li>• ACT Prep with Juniors</li> <li>• Update scholarship information in Google Classroom</li> </ul>
October	March

<ul style="list-style-type: none"> <li>● Monthly Student Success Plan Meeting</li> <li>● Take Seniors to College Fair at University of Arkansas at Rich Mountain (UARM)</li> <li>● Senior Scholarship and FAFSA informational Meeting</li> <li>● Update scholarship information in Google Classroom</li> <li>● Parent Financial Aid Night in partnership with University of Arkansas at Rich Mountain (UARM)</li> <li>● Bullying Prevention Activities</li> <li>● Arrange College Recruiter Visits</li> <li>● 7<sup>th</sup> Bullying Prevention Activities</li> <li>● 9<sup>th</sup> Grade GPA and Credit Activities</li> </ul>		<ul style="list-style-type: none"> <li>● Monthly Student Success Plan Meeting</li> <li>● Update scholarship information in Google Classroom</li> <li>● Student Success Plan Training for Teachers</li> </ul>	
<b>November</b>		<b>April</b>	
<ul style="list-style-type: none"> <li>● Monthly Student Success Plan Meeting</li> <li>● Meet with Seniors to make sure they have applied to college and offer support as needed</li> <li>● Update scholarship information in Google Classroom</li> <li>● Arrange College Recruiter Visits</li> </ul>		<ul style="list-style-type: none"> <li>● Monthly Student Success Plan Meeting</li> <li>● Take Juniors to Junior Day at UARM</li> <li>● Update scholarship information in Google Classroom</li> <li>● Student Success Plan Conferences where students plan their next years courses</li> </ul>	
<b>December</b>		<b>May</b>	
<ul style="list-style-type: none"> <li>● Monthly Student Success Plan Meeting</li> <li>● 10-12 Guidance Counselor meets with students who need to retake courses or need credit recovery</li> <li>● Update scholarship information in Google Classroom</li> <li>● Arrange College Recruiter Visits</li> </ul>		<ul style="list-style-type: none"> <li>● Monthly Student Success Plan Meeting</li> <li>● Prepare Transcripts and Diplomas</li> <li>● Send final Transcripts to colleges</li> <li>● Update Concentrators List</li> <li>● 6<sup>th</sup> Grade Orientation Program/Preview Day</li> </ul>	

## Counseling Core Curriculum

### Lesson Plans

1. Lesson plans are available on request.
  - a. Cossatot River Elementary School
  - b. Umpire Schools
  - c. Cossatot River Primary School
  - d. Cossatot River High School

### 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 primary and elementary level, career classroom guidance lessons focus on awareness of interest and skills. At Cossatot River Primary, Cossatot River Elementary, and Umpire Elementary, Xello, a college and career planning software, 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.

1. School counselors in combination with their Mentor/Advisor will provide career-planning materials.
2. School counselors in combination with their Mentor/Advisor will work with students and parents to select the proper high school courses that lead to their desired career.
3. School counselors in combination with their Mentor/Advisor will prepare students for employment or for admission to post-secondary institutions.
4. School counselors in combination with their Mentor/Advisor will provide materials on occupational and post-secondary institutions.
5. School counselors in combination with their Mentor/Advisor will work with individual students on postsecondary educational and work alternatives.
6. School counselors in combination with their Mentor/Advisor will provide current materials for career awareness, exploration, resume building and interview skills.
7. Counselors will take students to college and career fairs and/or provide visits from the colleges, universities, technical schools, military recruiters, and local businesses.
8. Encourage students to be CTE Career Pathway Concentrators.

### Cossatot River Elementary

1. At Cossatot River Elementary, the Counselor meets with 3 -6 grade students monthly to complete career assessments and inventories using the program Xello. Students

then use the information from the assessments to create a presentation about their career.

- a. [Xello Career Presentation](#) for students
  - b. More Information can be found on the [Wickes Student Success Plan Webpage](#)
2. Monthly Classroom Guidance Lesson
  - a. [Bullying Prevention Lesson](#)
  - b. September - Optimism
  - c. October - Responsibility
  - d. November - Citizenship
  - e. December - Caring
  - f. January - Respect
  - g. February - Kindness
  - h. March - Trustworthiness
  - i. April - Fairness
  - j. May - Perseverance
3. The [G.U.I.D.E. for Life](#) Essential Skills
  - a. [Official Guide for Life](#)

#### Cossatot River Primary School

1. The [G.U.I.D.E. for Life](#) Essential Skills
  - a. [Official Guide for Life](#)
  - b. [G.U.I.D.E. For Life Lessons](#)

#### Cossatot River High School and Umpire Schools

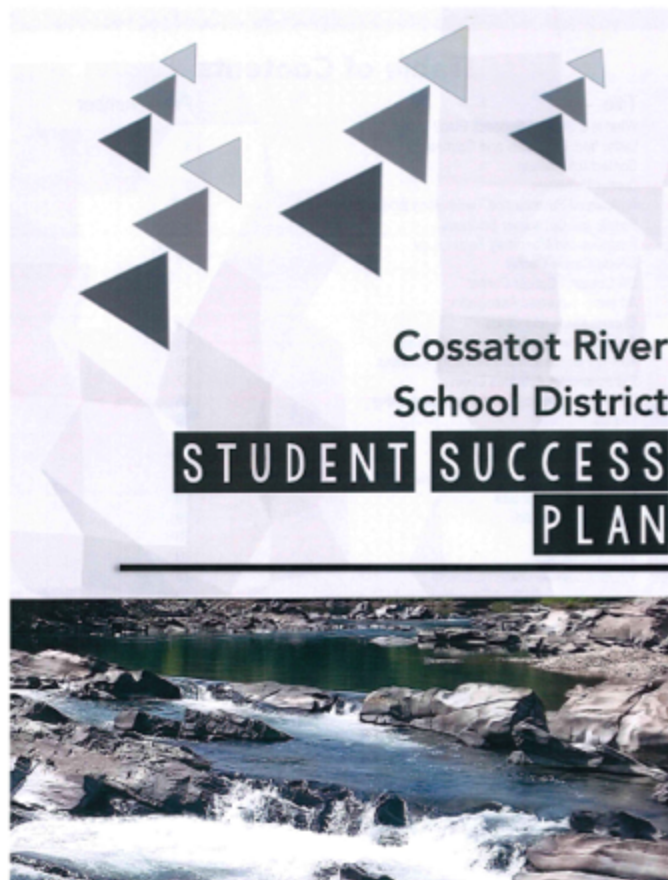
1. Elementary Monthly Classroom Guidance Lesson
  - a. Covid-19
  - b. Bullying Prevention Lesson
  - c. Bullying Prevention Lesson
  - d. September - Optimism
  - e. October - Responsibility
  - f. November - Citizenship
  - g. December - Caring
  - h. January - Respect
  - i. February - Kindness
  - j. March - Trustworthiness
  - k. April - Fairness
  - l. May - Perseverance
2. ACT – <http://www.act.org>

- a. Students in the 11th grade take the ACT as State Assessment. Students also may receive fee waivers for one free ACT test their Junior and Senior year. Juniors also take the ACT in the spring as their state assessment.
- 3. College Board
  - a. <http://www.collegeboard.org>
- 4. The [G.U.I.D.E. for Life](#) Essential Skills
  - a. [Official Guide for Life](#)
  - b. [G.U.I.D.E. for Life Lessons](#)
- 5. Graduation Pathways
  - a. [Graduation Requirements](#)
  - b. [Alternate Pathway to Graduation](#)
  - c. Post High School Planning
    - i. Concurrent Credit
      - 1. English Composition I and II
      - 2. Oral Communication
      - 3. US History II
      - 4. American National Government
      - 5. College Algebra
      - 6. College Trig
      - 7. Chemistry I and II
      - 8. Orientation to Teaching
    - ii. Career Center
      - 1. Machine Tool Technology
      - 2. Medical Professions Education
      - 3. Welding
      - 4. Automotive Service Technology
      - 5. Industrial Maintenance
  - d. Accelerated Learning
    - i. Advanced Coursework (AP, Concurrent Credit)
    - ii. Advanced Placement
      - 1. AP US History
      - 2. AP World History
      - 3. AP Chemistry
      - 4. AP Language
      - 5. AP Calculus
      - 6. AP Biology
    - iii. Concurrent Credit
      - 1. English Composition I and II
      - 2. Oral Communication
      - 3. US History II
      - 4. American National Government

- 5. College Algebra
  - 6. College Trig
  - 7. Chemistry I and II
  - 8. Orientation to Teaching
- e. Industry Certifications
  - i. Students are able to obtain their Serve Safe certification
- 6. College for YOU
  - a. <https://scholarships.adhe.edu/>
  - b. Senior students use this website to apply for all Arkansas scholarships including the Arkansas Challenge Scholarship.
- 7. Local Scholarships
  - a. Local scholarships are delivered to Seniors via Google Classroom. They include but are not limited to the following scholarships:
    - i. Daughters of the American Revolution (DAR)
    - ii. Chamber of Commerce
    - iii. Hatfield Lions Club
    - iv. Eugene Stevenson Scholar Athlete Award
    - v. Ed Stevenson Scholarship
    - vi. Debbie Melton Memorial Scholarship
    - vii. Polk County Master Gardener Scholarship
    - viii. Polk County Farm Bureau
    - ix. Howard County Farm Bureau
      - 1. Shelter Insurance Scholarship
      - 2. Rich Mountain Conservation District Scholarship
      - 3. Re/max Real Estate Scholarship
      - 4. Wickes Masonic Lodge Scholarship
      - 5. Sarah Dickison/Jesse Dutton/Marietta Kesterson Memorial Scholarship
- 8. CRSD High School Counselor Newsletter
  - a. UHS and CRHS high school counselors will publish a Financial Aid Counselor Newsletter to help students prepare for college.
    - i. [September](#)
    - ii. [October](#)
    - iii. [November](#)
    - iv. [December](#)
- 9. [Student Success Plans](#)
  - a. <https://xello.world/en/>
  - b. 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 Cossatot River School District, 7-12th grade students will meet monthly to complete lessons during their advisory period. Student Success Plans will be composed of resources that range from websites, Google Sheets, and Xello.

- c. [Student Success Plan Book](#)
- d. Example Pages from the Student Success Plan Book




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**JOB IN AGRICULTURAL FIELDS**

- AGRICULTURAL LAWYER
- AGRICULTURE SCIENCE TEACHERS - SECONDARY
- BEEF FARM WORKER
- ELECTRICIAN / ELECTRONICS TECHNICIAN
- EXTENSION AGENT
- FEED MILL OPERATOR
- FISHERIES TECHNICIAN
- FOOD ANIMAL VETERINARIAN
- FORESTER
- GAME WARDEN
- GRAIN BUYER
- HEAVY EQUIPMENT OPERATOR / FORKLIFT OPERATOR
- HORSE TRAINER / INSTRUCTOR
- LANDSCAPE DESIGNER
- LIVESTOCK AUCTIONEER
- LIVESTOCK HAULER
- LOGGER
- MEAT INSPECTOR
- POULTRY FARM WORKER
- POULTRY HATCHERY MANAGER
- RANCH MANAGER
- ROW CROP PRODUCER / FARMER
- SAWMILL OPERATOR
- SLAUGHTER PROCESSOR
- SMALL ANIMAL VETERINARIAN
- SWINE NURSERY WORKER
- WELDER

To see more jobs in Agricultural Science, scan the QR Code below.





## Agricultural Science and Technology Education

Agricultural science and technology education is an organized educational program designed to provide career exploration and technical preparation for students who are preparing for career success in the Agriculture, Food, and Natural Resources Career Cluster. The knowledge and performance skills required for successful achievements and/or advancement in agricultural occupations constitute the central focus of the program. This program seeks to broaden traditional agricultural education to include agricultural literacy, reinforcement of applied instruction, agricultural business and industry needs, and increase preparation for further education.

**ANIMAL SCIENCE PATHWAY**

Animal Systems Program of Study	CRHS AND UHS
Course	Units of Credit
Survey of Agricultural Systems*	1
Animal Science	1
Any Ag course(s) equating one unit (Agricultural Electricity, Agricultural Mechanics, Agricultural Metals, Agricultural Structural Systems, Beef Science, Forestry, Natural Resources Management, Poultry Science, Veterinary Science)	1

\*Foundation Course

33

### My Four Year Success Plan

Course Category	9th Grade Courses:	10th Grade Courses:	11th Grade Courses:	12th Grade Courses:
English				
Math				
Science				
Social Studies				
Fine Art				
Oral Communication				
PE/Health				
Digital Course				
Electives:	Electives:	Electives:	Electives:	Electives:
Elective 1 <sup>st</sup> Choice				
Elective 2 <sup>nd</sup> Choice				
Elective 3 <sup>rd</sup> Choice				
Total Credits Each Year				
High School Credits earned in 8th grade:			TOTAL CREDITS EARNED:	
Smart Core <input type="checkbox"/>	Activities/Honors:	Activities/Honors:	Activities/Honors:	Activities/Honors:
Smart Core Waiver <input type="checkbox"/>	My Current GPA and Class Rank:	My Current GPA and Class Rank:	My Current GPA and Class Rank:	My Current GPA and Class Rank:

The Academic Challenge Program provides scholarships to Arkansas residents pursuing a higher education and is funded in large part by the Arkansas Scholarship Lottery. The deadline to apply for this scholarship is July 1st. Starting with the class of 2016 the only requirement is a 10 on the ACT or an equivalent score.

- e. The district has a [SSP website](#) available at the following link to inform students and parents of the component of the SSP.

10. [FAFSA](#)

- a. At Cossatot River High School, students have the opportunity to complete their FAFSA on the Parent Financial Aid night in conjunction with University of Arkansas Rich Mountain or on a one on one basis with their high school counselor. At Umpire High School, students have the opportunity to complete their FAFSA via an Educational Talent Search (ETS) representative at the school or with their school counselor on a one on one basis.
11. At Umpire Schools, the Counselor meets with 4-6 grade students monthly to complete career assessments and inventories using the program Xello. Students then use the information from the assessments to create a presentation about their career.
- a. Xello Career Presentation for students
  - b. Student's Example Career Presentation Template
    - i. Template 1
    - ii. Template 2

## School Profile

### Cossatot River High School

PH (870) 387-4200

FAX (870) 387-2058

7-12 Counselor: Gina Rosson

7-12 Counselor/Career Counselor: Jill Hunter

<http://www.cossatot.us>

Principal: Mickey Ford

Number of Students: 376

### Cossatot River Elementary

Counselor: Diane Richardson

PH (870) 385-3400

FAX (870) 385-2242

<http://www.cossatot.us>

Principal: Jana Richardson

Number of Students: 256

### Cossatot River Primary

PH (870) 387-6923

FAX (870) 387-7468

Counselor: Kristen Wade

<http://www.cossatot.us>

Principal: Samanth Sellers

Number of Students: 152

### Umpire Schools

PH (870) 583-2141

FAX (870) 583-6264

K-6 Counselor: Karla Bray

7-12 Counselor: Diane Richardson

<http://www.cossatot.us>

Principal: Dr. Mary Lowrey

Number of Students: 87

## Student Drop Out Interventions

Cossatot River School 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 Cossatot River 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, Edmentum, and Fuel Education 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 Cossatot River High School Campus. School counselors actively participate in student orientation programs such as Preview Day, Open House, Parent Teacher Conferences and other avenues of communication, which clearly identify their role as helpers. School counselors work

collaboratively with students, families, and school administration to further the success of the student. Counselors in the Cossatot River School District have an open-door policy for all students but especially those who are known to have behavioral concerns or unique family situations.

## Accountability

### Assessing the Comprehensive School Counseling Program

1. Each year school counseling in the Cossatot River 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. These documents can be found at the following [link](#).
  - a. Use-of-Time Calculator
  - b. Feedback from their Advisory Counsel
  - c. Feedback and Surveys from the Cossatot River School District staff, parents and students
  - d. School Counselor TESS Evaluations
  - e. Individual Counselor Reflections
  - f. Collective Cossatot River School Counselors Reflections
2. Sharing Data Results from Comprehensive School Counseling Program
  - a. Presentations to Schools, Faculty, Parents and Students
  - b. Handouts at high traffic times such as Parent Teacher Conferences, Open House, and Fall Festivals.
  - c. Annual Report to Public
  - d. Inserted in the following year's Comprehensive School Counseling Plan

## Counseling in a Blended Learning Environment

CRSD Counselors have prepared a Comprehensive Counseling Plan that outlines all services available to students whether on-site or during remote learning off site. In addition to the plan, CRSD Counselors will have on their Ready for Learning websites a section where students can book virtual appointments with their counselor. Instructions on how the virtual referral process will work will be taught at each school and are posted [here](#). It will be shared with staff, parents and students so that all stakeholders know how to start the process to get mental help. Counselors will provide personal or group counseling to students based on needs assessment and in addition to that school counselors will provide appropriate social emotional lessons at each campus. Counselors will determine if an additional mental health referral or services are needed.

- [Wickes Elementary School Ready for Learning Website](#)
- [Cossatot River High School Ready for Learning Website](#)
- [Vandervoort Elementary School Ready for Learning Website](#)

- [Umpire Schools Ready for Learning Website](#)

## Follow-up with High School Graduates

Students are tracked for following up with each student after graduation. Students are emailed a form before graduation to give the counselors personal contact information. A new form is sent out in the fall and spring to gather information about the student and their college or career placement and to determine if they need any additional support.

[Graduate Information Form](#)

[Follow-up Graduate Form](#)

## **Results from the 2022-2023 Goals**

### Cossatot River Primary

#### Area of Concern

Vandervoort Elementary School and Wickes Elementary School (K-6) have been restructured into Cossatot River Primary School (K-2) and Cossatot River Elementary School (3-6) beginning this school year (2022-2023). The Cossatot River Primary School counseling program will support the creation of a positive school environment and culture through Social Emotional Learning and self-awareness skills. By May 2022, Cossatot River Primary School will demonstrate an increase in self-awareness/SEL skills as measured from pre- to post- perception survey results.

Based on the Guide for Life, the primary school counselor will provide support to teachers and students to develop a healthy, well-grounded sense of self-awareness which influences behavior in personal and academic situations. Students who are self-confident are able to communicate effectively and utilize resources to solve problems

#### Action Steps:

5. Develop a pre/post survey for students. The survey will provide Mindsets and Behavior Data/Perception Data to determine the effectiveness of the program goal.
6. Administer the survey to students in August or September 2023 and again in May 2024.
7. Throughout the year, the counselor will provide individual, small group, and classroom guidance lessons to help students develop self-awareness skills. Topics covered include, but are not limited to, identifying feelings in self and others, awareness of personal strengths and weaknesses, learning to accept constructive feedback, and taking responsibility for one's actions.

8. Compare [pre- and post- survey](#) data results to share with the advisory council and all stakeholders.
9. Data from [2022-2023](#).

## Cossatot River Elementary

### Area of Concern

Social and personal development from the combination of two elementary schools. The school is undergoing significant changes with the combination of two campuses of grades 3-6

All students will be able to demonstrate the ability to manage the transition from one school to another and maintain the ability to adapt to changing situations and responsibilities. Students will seek help from adults and peers when needed and develop social and emotional essential skills.

### Action Steps:

1. Lessons will be presented to all groups and individual counseling (as needed) to facilitate positive attitudes toward the school environment.
2. Provide students with adult help.
3. Lessons concerning social and emotional essential skills will be given

## Cossatot River High School

### SMART GOAL

By the end of the academic year, 75 % of Cossatot River High School students 10-12th grade will have completed at least one career exploration activity, such as job shadowing experience, reverse career fair, or informational interview, to enhance their understanding of various career path

### Area of Concern

- Conflict

### Data Review

- At Cossatot River High School, 26% of Bark notifications are from bullying. In the Bark system, conflicts among students are categorized as bullying.
- At Cossatot River High School, 11% of discipline reports entered in eschool are from bullying.

#### Data

- Cossatot River High School uses the Bark notification system to identify severe problems. The Bark alert system is attached to students' Google accounts.

#### What are we doing well?

- Cossatot River High School uses the Bark notification system to identify severe problems. The Bark alert system is attached to students' Google accounts.

#### Where are our barriers to learning, or areas for growth?

- Students are hesitant to seek help for unresolved conflict.
- Conflict sometimes escalates to bullying.
- Bullying consequences in the CRSD handbook are hard to enforce.

#### SMART GOAL

- The goal of the Cossatot River High School Counseling Department for 2022-2023 is to decrease bullying incidents by 1% as documented by the Bark notification system.
- 

#### What do you want students to know or be able to do by the end of the school year?

- Students will be able to establish and maintain healthy interactions with others.

#### MINDSETS AND BEHAVIORS :

- Students will be able to communicate clearly, use active listening, and seek out help when needed.
- Students will be able to apply conflict resolution skills to de-escalate, defuse, and resolve differences.

#### Actions:

1. Tier 1: A classroom guidance lesson on bullying will be presented by the counselor to students in grades 7 and 8.
2. Tier 1: Posters informing students of the STOPit app will be placed in the hallways, cafeteria, and restrooms. The STOPit app allows students and parents to anonymously report bullying.
3. Tier 1: Classroom guidance lessons on conflict resolution will be presented by the counselor to students in grades 7-10.
4. Tier 2: The counselor will meet individually with students identified through Bark notification, self-referral, or discipline referrals to work on conflict resolution strategies.

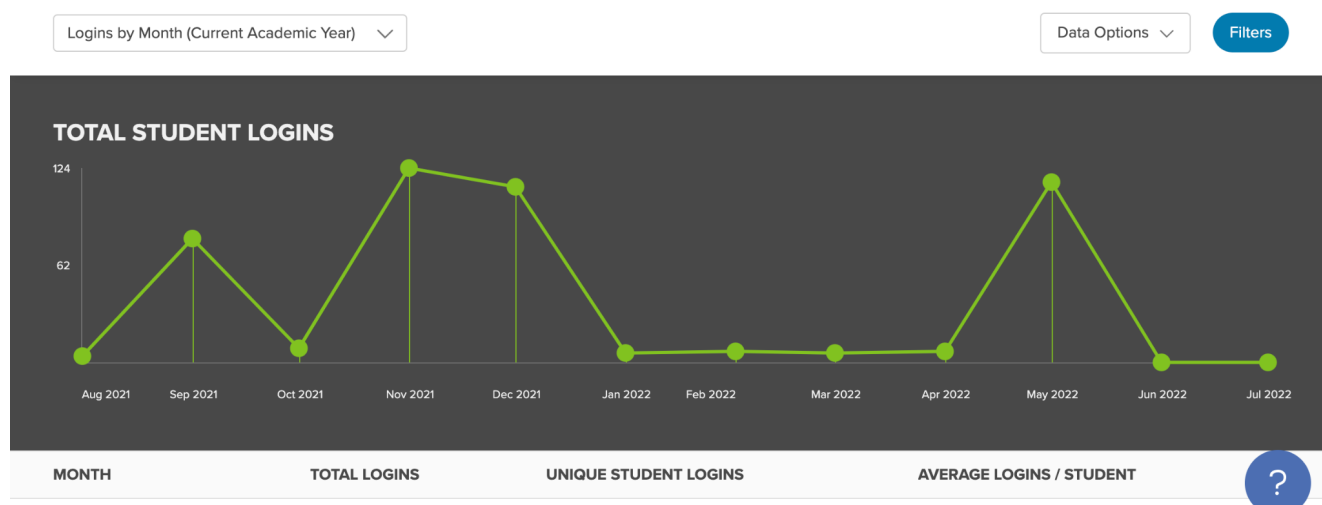
#### Area of Concern

1. Students at Cossatot River High School need direction for post-secondary education options. Many students are unaware of the various careers and options available to them. Therefore, students will create a plan by using the XELLO program. The goal is to have 80 % of students grades 8-12 log into

Xello and complete the lessons related to careers. These students will complete lessons that will help students identify careers related to their individual interests, talents, values and career interests.

2. Conflict: At Cossatot River High School, 26% of Bark notifications are from bullying. In the Bark system, conflicts among students are categorized as bullying.

## CURRENT ACADEMIC YEAR : LOGINS BY MONTH



## Umpire Schools

### Area of Concern

Be a support system to help solve the barriers faced with attendance.

## Results from the 2021-2022 Goals

### Area of Concern

Increase the number of whole group tier one guidance lessons at Cossatot River High School based upon the Guide for Life Standards with a focus on understanding of self. This number will increase to two times a semester for each grade level.

### Data Review

Based upon the current counseling duties and structure, counselors have not had adequate time in the classroom. The average time spent in the classroom has been once a semester.

1. [Google Calendar for Cossatot River High School](#) Careers
2. Google Calendar for Cossatot River Counseling 7-12
3. Google Calendar for Cossatot River Primary

What are we doing well?

4. Counselors at Cossatot River Schools have whole group tier one social emotional learning lessons throughout the year.
5. Guidance lessons are scheduled at a specific time at the elementaries.
  - a. [Google Calendar for Cossatot River High School](#) Careers
  - b. Google Calendar for Cossatot River Counseling 7-12
  - c. Google Calendar for Cossatot River Primary

Where are our barriers to learning, or areas for growth?

1. Not a consistent time for counselor's to meet with students during the school day at the high school level.
2. Class time being shared with teachers.

#### SMART GOAL

1. Action Step - Lessons about self-understanding from the [Guide for Life](#) Curriculum and other sources will be utilized two times each semester by the counselors at CRHS. These lessons will be given to students at each grade level during the 2021-2022 school year.
  - a.
2. Action Step - Pre and post assessments using Google Forms will be given to measure self-understanding.
  - a.

## **Results from 2020-2021 Goals**

Below are the goals from the 2019-2020 school year as well as the plan to retain them, if necessary, for the 2020-2021 school year.

Area of Concern

Academic Achievement in Reading

Data Review

## Data

ACT Aspire Report Card		
2020 District ACT Aspire Data		
Grade	% of students In need of support	% of students Close
3 <sup>rd</sup>		
4 <sup>th</sup>		
5 <sup>th</sup>		
6 <sup>th</sup>		
7 <sup>th</sup>		
8 <sup>th</sup>		
9 <sup>th</sup>		
10 <sup>th</sup>		

My School Info Report Card		
2018 District ACT Aspire Data		
Grade	% of students In need of support	% of students Close
3 <sup>rd</sup>	34.18	18.99
4 <sup>th</sup>	29.76	27.38
5 <sup>th</sup>	16.67	30.77
6 <sup>th</sup>	17.39	20.29
7 <sup>th</sup>	38.67	26.67
8 <sup>th</sup>	35.53	19.74
9 <sup>th</sup>	37.21	26.74

10 <sup>th</sup>	28.95	28.95
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What are we doing well?

1. At Wickes Elementary, students are placed in intervention based upon their scores, which consists of 30-minute daily small groups focusing on what they are deficient in.
2. At Wickes Elementary, leadership teams meet once a week to discuss ways to help meet the intervention needs of the students.
3. At CRHS, 7<sup>th</sup> and 8<sup>th</sup> grade students are placed in reading classes.
4. At CRHS, reading of informational text is included in each discipline area.
5. At CRHS, teachers require 7<sup>th</sup> and 8<sup>th</sup> grade students to participate in Accelerated Reading.

Where are our barriers to learning, or areas for growth?

1. 2018 District Student Demographics
  - a. 28.8% Hispanic/Latino population
  - b. 20% English Learners
  - c. 76% Low Income
  - d. 12% Special Education
2. Children seemed to have lost their love for reading.
3. Students attending class and actively participating in reading skill activities.
4. Incentives need to be activities or rewards that students enjoy or wish to obtain.
5. Effort of students given during testing.
6. Teacher's attitude toward doing well and achievement during testing.

#### SMART GOAL

The goal of the Cossatot River Counseling Department for 2019-2020 is to support an increase in student reading achievement scores on the ACT Aspire by 1 percent.

3. Action Step
  - a. In the district, counselors will serve on leadership and educational teams that will assess needs of students and plan appropriate interventions using data such as report cards, progress reports, transcripts, state test scores including Istation, ACT, and ACT Aspire data to determine the needs of students and

plan interventions or remedial coursework that will increase achievement scores.

- b. Because of the pandemic, the leadership team didn't meet weekly as in the past.

4. Action Step

- a. At Wickes Elementary, the counselor will create a K-6 Student Success Plan by the end of the school year that will focus on career goal setting and contain a section for students to set goals pertaining to ACT Aspire scores and Istation assessments.
- b. This goal did not happen because of the stress of the pandemic.

4th Grade ACT Aspire				
3rd Grade ACT Aspire Scores				
Subject	Score	Readiness	Strengths	Areas of Growth
English				
Math				
Reading				
Writing				
Science				

SMART GOAL

All 7<sup>th</sup> through 10<sup>th</sup> grade student subgroups at Cossatot River High School will demonstrate growth in reading informational text as measured by their performance on the ACT Aspire Reading Test by June 2021. (Before the end of the 2019-2020 school year)

- 10th grade:
  - The Need of Support subgroup will increase their scores by 1%
  - The Close subgroup will increase their scores by 1%
  - The Ready and Exceeding subgroups will increase their scores by .5%

1. Action Step

- a. At CRHS, counselors will meet with students on each level of achievement and help schedule courses or tutoring that may help increase their reading skills. (By the beginning of the school year and throughout the school year)  
How was this successful? A specific mentoring time was not scheduled. Therefore, the goal was not met.

2. Action Step

- a. At CRHS, A reading incentive program will be put in place for the students who increase their scores. (Before the end of the 2019-2020 school year)

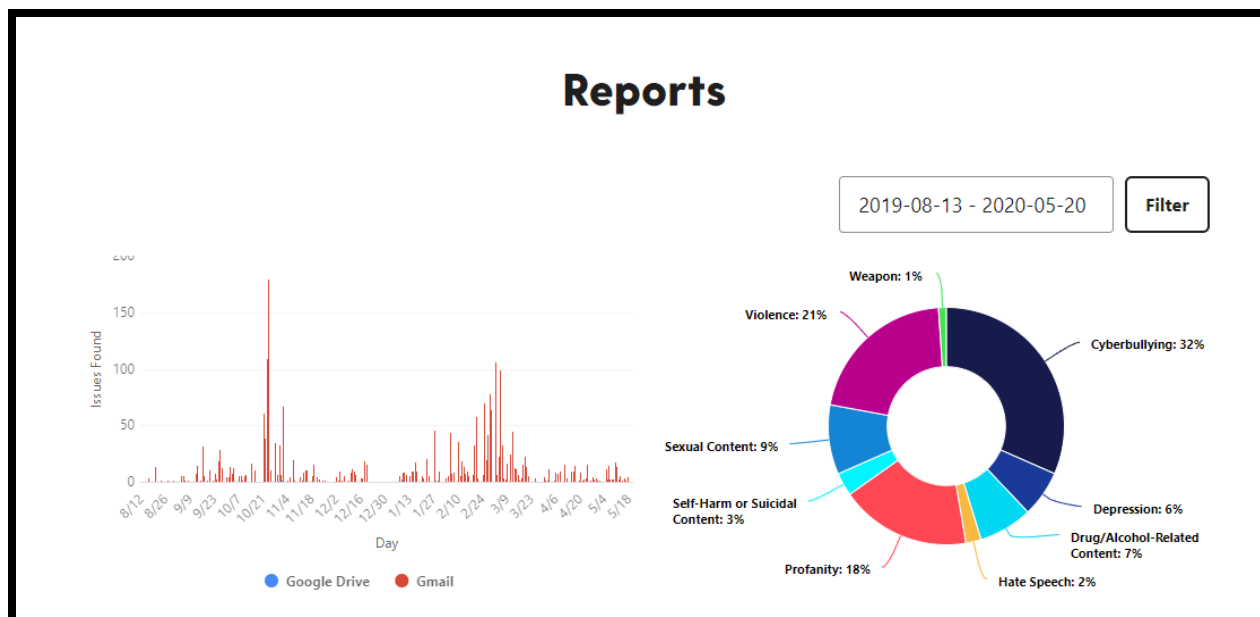
Area of Concern

## Cyber bullying

### Data Review

The district has a large number of cyber bullying issues as determined by the Bark notifications attached to student's Google accounts. 32% of all notifications in the Bark notification system

### Data



### What are we doing well?

1. At Wickes Elementary, cyber bullying is addressed by use of the Stopit mobile and Internet app beginning in the 2019-2020 school year.
2. At Wickes Elementary cyber bullying is addressed by daily review of the Bark alert system.
3. At Vandervoort Elementary cyber bullying is addressed by use of the Stopit mobile and Internet app beginning in the 2019-2020 school year.
4. At Vandervoort Elementary cyber bullying is addressed by daily review of the Bark alert system.
5. At CRHS Elementary cyber bullying is addressed by use of the Stopit mobile and Internet app beginning in the 2019-2020 school year.
6. At CRHS Elementary cyber bullying is addressed by daily review of the Bark alert system.

7. At Umpire Elementary cyber bullying is addressed by use of the Stopit mobile and Internet app beginning in the 2019-2020 school year.
8. At Umpire Elementary cyber bullying is addressed by daily review of the Bark alert system.

Where are our barriers to learning, or areas for growth?

1. 2018 District Student Demographics
  - a. 76% Low Income
2. Unsupervised mobile phone and computer activity.
3. Student's willingness to have counseling and change.
4. Cyber bullying consequences in the CRSD handbooks are harder to enforce.

#### SMART GOAL

The goal of the Cossatot River Counseling Department for 2020-2021 is to decrease reported cyber bullying incidents by 1 percent as documented by the Bark notification system.

1. Action Step
  - a. At Wickes Elementary, Vandervoort Elementary, and Umpire Elementary, whole group guidance lessons will be presented to K-6 over cyber bullying. (Before the end of the 2020-2021 school year) **The Wickes Elementary, Vandervoort Elementary and Umpire Elementary Counselors scheduled whole group counseling sessions over bullying throughout the year. Below are the lessons used.**
  - b. [Bullying Prevention Lesson](#)
  - c. [Bullying Prevention Lesson](#)
2. Action Step
  - a. At CRHS and Umpire High School, whole group guidance lessons will be presented to 7th and 8th grade students over cyber bullying. (Before the end of the 2020-2021 school year) Whole group guidance lessons over bullying did not happen at Umpire High School or Cossatot River High School.
  - b. [Bullying Prevention Lesson](#)
3. Action Step
  - a. At CRHS, Umpire High School, Umpire Elementary, Vandervoort Elementary, and Wickes Elementary, small group counseling lessons will be presented K-12 over cyber bullying as decided upon by teacher/student referrals and Bark notifications. (Before the end of the 2021-2022 school year) **The Wickes Elementary, Vandervoort Elementary and Umpire Elementary Counselors scheduled whole group counseling sessions over bullying throughout the year. Below are the lessons used.**
  - b. [Bullying Prevention Lesson](#)

- c. [Bullying Prevention Lesson](#)
- 4. Action Step
  - a. At CRHS, Umpire High School, Umpire Elementary, Vandervoort Elementary, and Wickes Elementary, Individual counseling will be offered K-12 over cyber bullying as decided upon by teacher/student referrals and Bark notifications. (Before the end of the 2021-2022 school year)The Wickes Elementary, Vandervoort Elementary and Umpire Elementary Counselors scheduled whole group counseling sessions over bullying throughout the year. Below are the lessons used.
  - b. [Bullying Prevention Lesson](#)
  - c. [Bullying Prevention Lesson](#)

Desired outcome

The desired outcome would be to have a positive 1% decrease in cyberbullying as reported by the Bark notification system.

## **Results from 2019-2020 Goals**

Below are the goals from the 2019-2020 school year as well as the plan to retain them, if necessary, for the 2020-2021 school year.

1. Goal 1 - In the 2019-2020 school year the desired outcome was to have an increase in student reading achievement scores on the ACT Aspire. For the 2020 school year, we did not take the ACT Aspire because of Covid-19 and did not have that data for comparison so the goal will be retained for the 2020-2021 school year. The excerpt below is from last years plan
  - a. Area of Concern – Academic Achievement in Reading
  - b. Data Review
  - c. Data

My School Info Report Card		
2018 District ACT Aspire Data		
Grade	% of students In need of support	% of students Close
3 <sup>rd</sup>	34.18	18.99
4 <sup>th</sup>	29.76	27.38
5 <sup>th</sup>	16.67	30.77

6 <sup>th</sup>	17.39	20.29
7 <sup>th</sup>	38.67	26.67
8 <sup>th</sup>	35.53	19.74
9 <sup>th</sup>	37.21	26.74
10 <sup>th</sup>	28.95	28.95

- d. What are we doing well?
  - i. At Wickes Elementary, students are placed in intervention based upon their scores, which consists of 30-minute daily small groups focusing on what they are deficient in.
  - ii. At Wickes Elementary, leadership teams meet once a week to discuss ways to help meet the intervention needs of the students.
  - iii. At CRHS, 7th and 8th grade students are placed in reading classes.
  - iv. At CRHS, reading of informational text is included in each discipline area.
  - v. At CRHS, teachers require 7th and 8th grade students to participate in Accelerated Reading.
- e. Where are our barriers to learning, or areas for growth?
  - i. 2018 District Student Demographics
    1. 28.8% Hispanic/Latino population
    2. 20% English Learners
    3. 76% Low Income
    4. 12% Special Education
  - ii. Children seemed to have lost their love for reading.
  - iii. Students attending class and actively participating in reading skill activities.
  - iv. Incentives need to be activities or rewards that students enjoy or wish to obtain.
  - v. Effort of students given during testing.
  - vi. Teacher's attitude toward doing well and achievement during testing.
- f. SMART GOAL
  - i. The goal of the Cossatot River Counseling Department for 2019-2020 is to support an increase in student reading achievement scores on the ACT Aspire by 1 percent.
    1. Action Step – In the district counselors will serve on leadership and educational teams that will assess needs of students and plan appropriate interventions using data such as report cards,

progress reports, transcripts, state test scores including Istation, ACT, and ACT Aspire data to determine the needs of students and plan interventions or remedial coursework that will increase achievement scores. (Periodically throughout the year)

2. Action Step - At Wickes Elementary, the counselor will create a miniature Student Success Plan by the end of the school year that will focus on career goal setting and contain a section for students to set goals pertaining to ACT Aspire scores. (Before the end of the 2019-2020 school year)

g. SMART GOAL

- i. All 7th through 10th grade student subgroups at Cossatot River High School will demonstrate growth in reading informational text as measured by their performance on the ACT Aspire Reading Test by June 2021. (Before the end of the 2019-2020 school year)

1. 10th grade:

- a. The Need of Support subgroup will increase their scores by 1%
- b. The Close subgroup will increase their scores by 1%
- c. The Ready and Exceeding subgroups will increase their scores by .5%

2. Action Step – At CRHS, counselors will meet with students on each level of achievement and help schedule courses or tutoring that may help increase their reading skills. (By the beginning of the school year and throughout the school year)

3. Action Step – At CRHS, A reading incentive program will be put in place for the students who increase their scores. (Before the end of the 2019-2020 school year)

2. SMART GOAL 2 - Counselors worked with teachers, parents, administration and staff on the attendance goals for the 2019-2020 school year. Due to Covid-19, schools were closed which had an effect on the 4th nine weeks of school. The desired outcome was to have a positive .5% effect of student's attendance as measured by the attendance data. In the chart below, we have listed the effects for the 2020 school year being from August 14, 2019 to January 27, 2020. The excerpt below is from last years plan

- a. Area of Concern – Attendance
- b. Data Review – The district has set the attendance goal as 95% as reflected on the Student GPS Dashboard. Currently we are not meeting that goal but for the first semester of the 2019-2020 school year attendance did improve overall for the district.
- c. Data

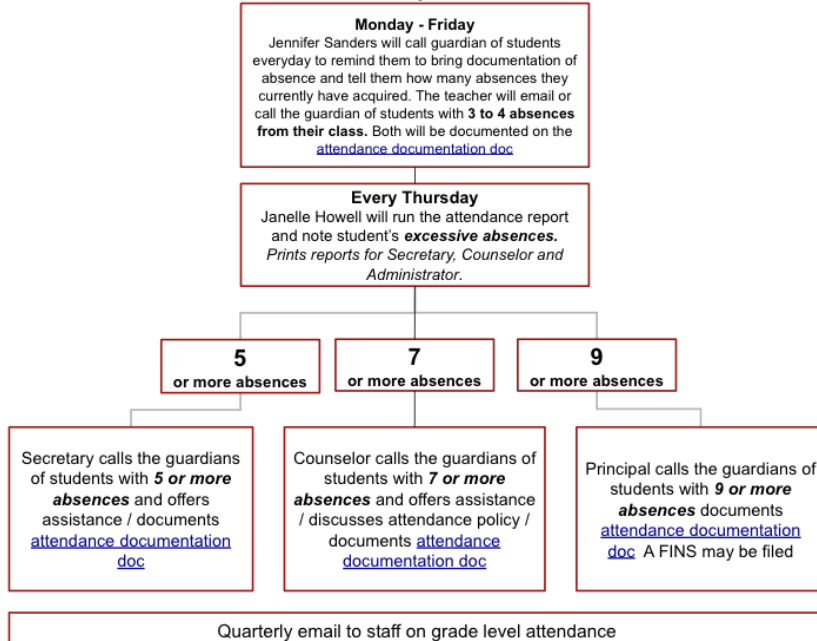
Building Attendance Comparison				
Building	School Year	Total Days Absent	Total Membership Days	Attendance Rate
<b>COSSATOT RIVER HIGH SCHOOL</b>	2020	2,465	39,741	93.80%
	2019	4,661.5	70,212	93.36%
	2018	4,622.5	72,762	93.65%
	2017	4,052.5	71,269	94.31%
	2016	4,365.5	74,051	94.10%
	2015	4,814.5	77,213	93.76%
<b>UMPIRE SCHOOLS</b>	2020	729	10,666	93.02%
	2019	1,337	21,365	93.59%
	2018	1,614.5	22,846	92.96%
	2017	1,397	23,740	94.24%
	2016	1,393.5	23,977	94.22%
	2015	1,479.5	23,713	93.77 %

<b>VAN COVE ELEMENTARY</b>	2020	1,312	17,000	92.28%
	2019	2,799	31,486	91.11%
	2018	2,453	31,173	92.13%
	2017	1,888	31,108	93.93%
	2016	2,019	35,615	94.33%
	2015	2,205.5	34,654	93.64%
<b>WICKES ELEMENTARY</b>	2020	1,645.5	30,008	94.52%
	2019	3,580	53,529	93.29%
	2018	3,117.5	54,821	94.31%
	2017	2,774	55,956	95.04%
	2016	2,595.5	54,533	95.24%
	2015	3,292	58,583	94.38%
<b>Cossatot River School District</b>	2020	6,151.5	97,415	93.69%
	2019	12,377	176,392	92.98%
	2018	11,807	181,602	93.50%
	2017	10,111	182,073	94.45%
	2016	10,373	188,176	94.49%
	2015	11,791	194,163	93.93%

d. What are we doing well?

- i. At Wickes Elementary, the secretary sends a letter after a student misses three unexcused absences.
  - ii. Principal gives a daily school store award to three students who are present each day.
  - iii. At CRHS, letters are sent home after missing three unexcused absences, which helps to notify parents.
- e. Where are our barriers to learning, or areas for growth?
  - i. 2018 District Student Demographics
    - 1. 76% Low Income
  - ii. Parents are unaware how student absences affect achievement.
  - iii. Students at Wickes Elementary only have two activities or clubs to participate in on a yearly basis. (Archery and PIP)
  - iv. Notification of excessive absences by all personnel must be consistent.
  - v. Incentive programs must be carried out consistently.
  - vi. Student willingness to come to school after being given incentives and counseling.
  - vii. Relying on parents if a student does not ride the bus to get the student to school.
- f. SMART GOAL
  - i. The goal of the Cossatot River Counseling Department for 2019-2020 is to increase attendance by .5 percent.
    - 1. Action Step – Counselors will use attendance reports to determine at risk students, which need more attention and encouragement. (Periodically throughout the year)
    - 2. Action Step – With the help of teachers, staff and administration, counselors will communicate the importance of attendance and the effect it has on educational success.
    - 3. Wickes Elementary School staff, teachers, counselors and principal will contact parents throughout the semester, communicate the importance of attendance and document it in the Attendance Document. Below is the plan. (By the beginning of the school year and throughout the school year) The counselor will communicate the importance of student attendance by placing a school attendance awareness table at open house (August 13) and parent teacher conferences (October 16, March 19) using information from the [www.attendanceworks.org](http://www.attendanceworks.org) website.

## Wickes Elementary Attendance Plan



# ATTENDANCE

## in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absences in kindergarten, and more so, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

**Attendance Works**  
www.attendanceworks.org

### Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

**3 in 10 kids** in kindergarten and 1st grade are chronically absent in some schools, it's as high as 3 in 4.

**2 in 10** low-income kids miss too much school. They're also more likely to suffer academically.<sup>1</sup>

**2.5 in 10** Hispanic kids are chronically absent.<sup>2</sup>

**4 in 10** transient kids miss too much school when families move.<sup>3</sup>

### Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

**Who Can Read at Grade Level After 3rd Grade?**

- 64% of kids with good attendance in K and 1st (missed 2 or fewer days both years)
- 40% of kids with at-risk attendance (missed more than 9 days both years)
- 41% of kids chronically absent in K or 1st (missed 10 or more days one year)
- 17% of kids chronically absent in K and 1st (missed 10 or more days both years)

### What We Can Do

**Engage Families**  
Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, newsletters and attendance data.

**Fix Transportation**  
The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can explore car pools, supply bus passes or find other ways to get kids to school.

**Address Health Needs**  
Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.

**Track the Right Data**  
Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

There are a few steps that communities and schools can take. How do you think you can help?

<sup>1</sup> Using Family Remains, McKinley-Peterson Displaced and Disenfranchised Plan: The National Network of Immigrant Family Services is the only federal network devoted to helping in Florida. WP 06 September 2010.

<sup>2</sup> Chronic Absence in 10th, 11th-12th Grade: McKinley-Peterson Displaced and Disenfranchised Plan.

<sup>3</sup> McKinley-Peterson Displaced and Disenfranchised Plan: The National Network of Immigrant Family Services is the only federal network devoted to helping in Florida. WP 06 September 2010.

<sup>4</sup> McKinley-Peterson Displaced and Disenfranchised Plan: The National Network of Immigrant Family Services is the only federal network devoted to helping in Florida. WP 06 September 2010.



**Help Your Child Succeed in School:  
Build the Habit of Good Attendance Early**  
School success goes hand in hand with good attendance!

**DID YOU KNOW?**

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

**WHAT YOU CAN DO**

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

**When Do Absences Become a Problem?**

CHRONIC ABSENCE	18 or more days
WARNING SIGNS	10 to 17 days
SATISFACTORY	9 or fewer absences

Note: These numbers assume a 180-day school year.

For more on school readiness, visit [attendanceworks.org](http://attendanceworks.org) and [reachoutandread.org](http://reachoutandread.org)

4. Action Step – The Wickes Elementary counselor, with the help of the teachers, staff, and community members, will organize more extracurricular activities students have available to them. (Before the end of the 2019-2020 school year)
5. Action Step – At CRHS, student letters will be sent home after 3 unexcused absences. The counselors will be notified when these are sent home to parents. (Periodically throughout the year)
6. Action Step – At CRHS, counselors will meet with the students who have missed more than seven absences. During these meetings, the counselor will stress the importance of attendance and its effects on school performance and offer help with any outlying factors that may be causing the excessive absences. (Periodically throughout the year)
7. Action Step – At UHS, the counselor will meet with the students who have missed more than seven absences. During these meetings, the counselor will stress the importance of attendance and its effects on school performance and offer help with any outlying factors that may be causing the excessive absences. (Periodically throughout the year)
8. Action Step – At CRHS, the counselors, along with the principal and other staff members, will incorporate an incentive program for attendance. Community resources will be used to

provide incentives for students to be present at school. (Before the end of the 2019-2020 school year)

g. Desired outcome

- i. The desired outcome would be to have a positive .5% effect of student's attendance as measured by the attendance data.
- ii. The desired outcome would be to have an increase in student reading achievement scores on the ACT Aspire.