

Paris Public Schools  
Comprehensive School  
Counseling Plan  
2023-2024

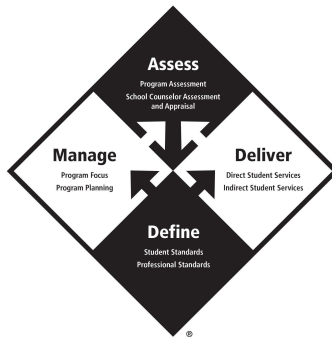
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# Overview



This section contains the Paris School District Goals and Objectives aligned with the ASCA National Model (4th edition) and Arkansas State Standards, and revised by agreement of all school counselors in 2021-2022.

## **I. FOUNDATION/DEFINE**

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement and assess their school counseling program to improve student outcomes.

### **Student Standards**

- ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

### **Professional Standards**

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

## **II. Management/Manage**

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The ASCA National Model provides school counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

## **Program Focus**

- Beliefs
- Vision Statement
- Mission Statement

## **Program Planning**

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
  - Classroom and Group
  - Closing the Gap
- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
  - Annual
  - Weekly
- Advisory Council

## **III. Delivery/Deliver**

School counselors deliver a school counseling program in collaboration with students, families, school staff and community stakeholders. The ASCA National Model (2019) and the ASCA National Model Implementation Guide (2019d) have specific details and examples about each of the following areas:

### *Direct Services with Students*

Direct services are face-to-face or virtual interactions between school counselors and students and include the following:

- Instruction
- Appraisal and Advisement

- Counseling

#### *Indirect Services for Students*

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Conferences
- Collaboration
- Referrals

#### **IV. Accountability/Assess**

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

Annually a qualified administrator completes the school counselor performance appraisal to evaluate the school counselor's overall performance. Appraisal documents are often developed in alignment with state or district guidelines and may appear in a variety of frameworks selected by state and district leaders.

Essential components of performance appraisal include evidence of:

- Design of a school counseling program
- Data-informed annual goals along with the measured impact of direct services delivery
- Data-informed classroom, small-group and closing-the-gap activities and interventions
- Calendars reflecting appropriate use of time aligned with ASCA National Model recommendation of 80% of time in direct and indirect services to students
- Collection and analysis of results data from classroom, small-group and closing-the-gap activities and intervention

American School Counselor Association. (2019a). *ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

## Section One: Foundation

### Paris School District Team

Paris School District Counseling Program involves the work of many hands. Our work is collaborative and interdependent. The following staff and positions play an important role in the implementation of our program:

Superintendent: Mr. Jim Loyd

Curriculum/Federal Programs: Sean O'Toole

High School Building Principal: Mr. Casey Mainer

Middle School Building Principal: Mr. Trey Prieur

Elementary School Building Principal: Mrs. Kristi Irwin

Paris Public School Counseling Team:

High School Counselor: Rene Kiefer

Middle School Counselor: Mrs. Andrea Robertson

Elementary School Counselor: Stacy Cruzate

High School Nurse: Mrs. Shawna Clayton

Middle School Nurse: Mrs. Kim Vickers

Elementary School Nurse: Crystal Davis

Health & Wellness Director: Shawna Clayton

Mental Health Coordinator: Sarah Lasiter

Chenal Guidance Therapist: Teresa Collett, LPC

Homeless Liaison: Sean O'Toole

Special Education LEA: Mrs. Melissa Haney

District ELL Coordinator: Sean O'Toole

**Mission Statement:**

The mission of the Paris School District Counseling Program is to empower all students with encouragement, support, resources, and guidance to become the best people they can be.

**Vision Statement:**

Paris Public Schools will be a safe place where all students strive for excellence.

**Beliefs:**

- Students' interactions and behavior will improve with small groups and influential guidance lessons.
- All students can grow and be successful academically and socially with a positive comprehensive school counseling program.
- Student data should be a driving force for collaboration and planning of what our students need.
- With focus on students' needs, the counselors will advocate for students and help students through school and life's challenges.
- All students are worth our time, our attention, and our care

Paris [Public School Counseling Team](#)



**High School Counselor**

Mrs. Rene Kiefer  
844.963.3243  
[rkiefer@parisschools.org](mailto:rkiefer@parisschools.org)



**Middle School Counselor**

Mrs. [Andrea Robertson](#)  
844.963.3243  
[arobertson@parisschools.org](mailto:arobertson@parisschools.org)



**Elementary School Counselor**

Ms. Stacy Cruzate  
844.963.3243  
[scruzate@parisschools.org](mailto:scruzate@parisschools.org)



## Advisory Council

Advisory council is put in place and meets quarterly to share student outcomes with our stakeholders.

### High School Advisory Council

<b>Name</b>	<b>Position</b>
Rene Kiefer	HS Counselor
Shawna Clayton	HS Nurse
Jennifer Carre	ALE
Alivia Neumier	Special Education
Jamanda Rogers	Special Education
Vicki Schneider	Teacher
Jennifer Cozens	Teacher
Tony Howard	SRO
Vanessa Reeves	Media Specialist
TBA Sept- Leadership Team Nominate	Student
TBA	Parent
Auxiliary	HS Principal, HS Asst Principal, Admin Office Rep

### Middle School Advisory Council

<b>Name</b>	<b>Position</b>
Andrea Robertson	Middle School Counselor
Kim Vickers	Middle School Nurse
Denise Maness	Academic Liaison
Trey Prieur	Principal
Carla Suiter	Teacher
Susan Cope	Parent

### Elementary School Advisory Council

<b>Name</b>	<b>Position</b>
Stacy Cruzate	Elementary School Counselor
Kristi Irwin	Principal

Crystal Davis	Elementary School Nurse
Melissa Pugh	Kindergarten Teacher
Heather Stringer	1st Grade Teacher
Reanna Haller	Sped Teacher
Taletha Moore	Parent

[Annual Goals](#)

**Goal 1:** Increase student attendance by 5% for the 2023-2024 school year. The school counselor will meet with students who had multiple absences from the previous school year to encourage attendance.

Action Steps:

1. The school counselor will develop goals with students and/or families who struggle with attendance.
2. The school counselor will work with the school resource officer to check on students and their families struggling with attendance to see if there are resource needs and/or facilitate an attendance improvement plan.

**Goal 2:** Decrease failure rate by 5% for the 2023-2024 school year.

Action Steps:

1. The school counselor/Instructional Facilitator/Principal will run failure reports every 2 weeks from eSchool.
2. The school counselor will meet with students who have multiple failing grades.
3. The school counselor will develop goals with students (and possibly parents) who are failing multiple courses.

<b>Paris Elementary School</b>		
Year	<u>Absences Rate - %</u>	<u>Failure Rate/Retention#</u>
<u>2021-2022</u>	96.5	3
<u>2022-2023</u>	<u>96.1</u>	2
<u>2023-2024</u>		

<b>Paris Middle School</b>		
Year	<u>Absences Rate - %</u>	<u>Failure Rate - Course%</u>
<u>2021-2022</u>	97.91	1.81
<u>2022-2023</u>	<u>98.17</u>	1.23
<u>2023-2024</u>		

<b>Paris High School</b>		
Year	<u>Absences Rate - %</u>	<u>Failure Rate- Course%</u>
<u>2021-2022</u>	95.21	5.80
<u>2022-2023</u>	<u>95.18</u>	4.6
<u>2023-2024</u>		

**Results:**

Results will be reported to the advisory council and at the annual administrative conference.



## Section Two: Management

### Self Assessment

#### Arkansas Comprehensive School Counseling Self-Assessment

Component One				
Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Informational Documents
<b>FOUNDATION/DEFINE</b>				
School Counselors				
The Comprehensive School Counseling Plan includes the name and contact information for all school counselors in the district.			<b>X</b>	
Beliefs				
Beliefs have been identified. This includes reflecting on how your beliefs might impact your comprehensive school counseling program and the provision of school counseling services to all students.		<b>X</b>		Discussion questions provided on page 5. Beliefs should be reviewed and updated periodically and included in your Comprehensive School Counseling Plan.
Vision Statement				
Vision statement is developed, aligned with school/district goals, is clearly articulated, and includes the counseling program's beliefs. It provides a clear picture of student success long term.		<b>X</b>		The vision statement should be reviewed annually and included in your Comprehensive School Counseling Plan.
Mission Statement				

Mission statement is developed, is aligned with school/district goals, and is clearly articulated. It is student focused and addresses equity and opportunity for all students. The mission statement expresses what your program will provide for your students (academically, socially/emotionally, and for careers).		X		The mission statement should be reviewed annually and included in your Comprehensive School Counseling Plan.
<b>Program Goals</b>				
What issues do you think might be important in your school? Are they academic, related to behavior, or attendance? Reflect on potential goals you might want to develop.				
Data sources are identified and the process for reviewing the data is developed.	X			Things you might consider: discipline/behavior, academics, attendance, demographic data, school and district initiatives, assessment data
Growth, barriers to learning, or student needs have been addressed by your school counseling program.	X			What does the data tell you?  (Evidence Gathering - How will you measure the impact of your goal on the students?)
Data has been reviewed. Areas of strength have been identified.	X			What are we doing well?
Growth, gaps, or student needs have been addressed by your school counseling program.		X		(Where are our gaps, or areas for growth, and who will be our target population)?
Resources are available to address the areas for growth, gaps, or student needs.		X		If this is an area for growth, consider collaborating with others to access resources.

<p><b>Program goals</b> have been developed and reflect the Vision and Mission Statements.</p>		<p><b>X</b></p>		<p>SMART Goal (What do you want students to know or be able to do? If this is a school counseling goal, what impact will it have on students?)</p>
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<p><b>Action steps or tasks</b> have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life, and/or school safety concerns.</p>		<p><b>X</b></p>		<p>These action steps are those implemented by the school counselor(s).</p>
<p><b>Student outcomes</b> have been clearly identified and articulated including the tools used to determine student outcomes. School counseling program data will be used to provide direction to the comprehensive counseling program.</p>	<p><b>X</b></p>			<p>The goals should be updated annually, continued with new strategies and action steps, or completed and new goals developed. The goals and processes are included in the Comprehensive School Counseling Plan.</p> <p>What happened? What type of data did you use to measure your goal? Did students make progress? Will you continue this goal next year?</p> <p>Will you continue this goal with changes? Will you develop a new or additional goal for next year? Reflecting on this goal, how did it impact your school counseling program this year?</p> <p>Process or participation data: Perception or Mindsets and Behaviors data: Outcome data:</p>

**Component Two**

<p><b>Criteria</b></p>	<p><b>Area for Program</b></p>	<p><b>Developing</b></p>	<p><b>Area of Program Strength</b></p>	<p><b>Support Information/</b></p>
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	Growth			Documents
<b>PROGRAM MANAGEMENT/MANAGE</b>				
School Counseling Program Assessment				
The Comprehensive school counseling program self-assessment has been completed and areas to address are identified.		<b>X</b>		This document does not have to be posted, but can be requested.
Use-of-Time Assessment				
A Use-of-time assessment is implemented in the comprehensive school counseling program.		<b>X</b>		How do you keep track of the time you spend providing services to students?
The school counselor provides direct and indirect services to students 90% of the time each month.		<b>X</b>		Student supports are identified in the Comprehensive School Counseling Plan. (Direct and Indirect)
The school counselor completes administrative activities no more than 10% of the time each month during student contact days.		<b>X</b>		Administrative Activities are identified in the Comprehensive School Counseling Plan and roles are defined in the Comprehensive School Counseling Plan. (school/district program or assessment coordination, planning, scheduling, providing professional development, duties)

Annual Administrative Conference



<p>An annual agreement has been created and signed by each school counselor and his/her supervising administrator. The agreement identifies the school counselor roles and responsibilities, and the school counseling program goals. The agreement also establishes the guidelines for the provision of direct counseling services and administrative activities. Professional development needed to implement the counseling program is identified in the agreement.</p>		<p><b>X</b></p>		<p>The annual agreement document is not required to be published in the Comprehensive School Counseling Plan. A model is available on pages 23-24.</p>
<p>Advisory Council</p>				
<p>The counseling program includes provisions for an advisory council. The advisory council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.</p>		<p><b>X</b></p>		<p>The council document is not required to be published in the Comprehensive School Counseling Plan. It is a strong tool for advocating for your school counseling program. A model is available on page 25.</p>
<p>Calendars (Annual and Weekly)</p>				
<p>Annual calendars are developed, implemented, and shared with stakeholders. Weekly calendars are developed and implemented for school counselor and stakeholders as needed.</p>		<p><b>X</b></p>		<p>Include your annual calendar in your Comprehensive School Counseling Plan. It will also be updated annually.</p>
<p>Calendars are aligned with the program goals, vision, mission, and the planned use of time indicated in the administrative annual conference.</p>		<p><b>X</b></p>		<p>Monthly or weekly calendars are also very useful for sharing classroom lesson schedules, school-wide initiatives, etc.</p>
<p>ASCA School Counselor Professional Competencies and Ethical Standards</p>				

ASCA School Counselor Professional Standards and Competencies and Ethical Standards have been reviewed.			X	<a href="https://www.schoolcounselor.org/school-counselors/standards">https://www.schoolcounselor.org/school-counselors/standards</a>
The counselor abides by the Code of Ethics for Arkansas Educators.			X	<a href="http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators">http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators</a>

**Component Three**

Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
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**DELIVERY/DELIVER**

Direct Counseling

Individual and Group counseling is available to all students.			X	Services are described in the Comprehensive School Counseling Program Plan. This is reviewed and updated annually.
The counselor delivers school counseling core curriculum lessons to classroom groups - <b>No more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.</b>		X		Classroom core curriculum lessons are based on goals that are developed. Core curriculum lessons are reviewed and updated annually and topics can be included in the Comprehensive School Counseling Plan. Statement regarding classroom lessons is also included in the Plan (bolded information).

<p>Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.</p>		<p><b>X</b></p>		<p>What are you actually providing or addressing?</p>
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<p>Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle, and high school.</p>		<p><b>X</b></p>		<p>Describe your process for orienting students in your Comprehensive School Counseling Plan.</p>
<p>Interpretation of student academic and educational assessment results is provided.</p>		<p><b>X</b></p>		<p>Focus on student goal setting.</p>
<p>The counselor provides support to students to help them understand the relationship between classroom performance and success in school.</p>			<p><b>X</b></p>	
<p>The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.</p>		<p><b>X</b></p>		<p>What SEL strategies are you using or providing for your students? How are you promoting cultural and social awareness, positive communication, relationship skills, collaboration with others, and responsible decision making? Include this information in your Comprehensive School Counseling Plan.</p>

<p>Bullying prevention is developmentally appropriate in design and delivery within the school.</p>		<p><b>X</b></p>		<p>Are you supporting school educators to recognize bullying behaviors? Are you implementing protocols, strategies to support students, and strategies to help students identify and access a trusted adult? Include your processes in the Comprehensive School Counseling Plan.</p>
<p>Suicide prevention is developmentally appropriate in design and delivery within the school.</p>		<p><b>X</b></p>		<p>Are you supporting programs for school educators on how to identify students at risk for suicide? Are you supporting programs for school educators on how to identify students at risk for suicide? Are you implementing strategies to address suicide awareness, identify a student at risk, and protocols for responding to a student in crisis? Include your processes in the Comprehensive School Counseling Plan.</p>
<p>The Comprehensive School Counseling Plan defines strategies and action steps taken to assist students in an age- appropriate career planning process.</p>		<p><b>X</b></p>		<p>Elementary and secondary. What processes have you developed and how are they implemented with your students? This is included in the Comprehensive School Counseling Plan and is reviewed and updated annually.</p>
<p>The Comprehensive School Counseling Plan includes guidance on accelerated learning opportunities, addressing academic deficits, accessibility to resources, providing student surveys and inventories, and using data to support students who show potential to engage in rigorous coursework.</p>		<p><b>X</b></p>		<p>What processes have you developed and how are they implemented with your students? Secondary – Align activities to the Student Success Plan in grades 8 and above.</p>

Parents are encouraged to build partnerships with their student's career planning process.		X		What processes have you developed and how are they implemented with your students?
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Component Four				
Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
<b>ACCOUNTABILITY/ASSESS</b>				
School Counseling Program Assessment				
The Comprehensive School Counseling Program Self - Assessment has been revisited and areas to address are identified.		X		This document does not have to be posted, but can be requested.
Data Tracking				
School data results are analyzed, and implications for results over time have been considered.		X		Data is used to highlight or identify access, equity issues, and gaps in student support. Consider the same data you used to develop your annual goal(s).
Use-of-time assessments are analyzed and used to guide decisions for the school counseling program.		X		
Program Results (Process/Participation, Perception/Mindsets and Behaviors, and Outcome Data)				
Participation, Mindsets & Behaviors, and Outcome data results are analyzed, and data is used to develop the comprehensive school counseling program.		X		Include student outcomes in your Comprehensive School Counseling Plan.

Program results are shared with stakeholders.		X		Summary data is included in the Comprehensive School Counseling Plan. How are your interventions working? Reflect on your processes and progress.
<b>Evaluation and Improvement</b>				
The school counselor uses results from the program evaluation and other data sources to develop the comprehensive school counseling program and update the program annually as needed.	X			Goals and results are updated annually in the Comprehensive School Counseling Plan.
The school counselor reflects on the comprehensive school counseling program, identifies areas of strength, and identifies areas for improvement.		X		
Evaluation results data are presented to others (school, district, and/or other stakeholders).	X			Identify how your data is shared in your Comprehensive School Counseling Plan.
The school counselor recommends changes/updates to the Comprehensive School Counseling program based on data and results.		X		Changes are identified, and are included in the Comprehensive School Counseling Plan.

<b>Component Five</b>				
<b>Criteria</b>	<b>Area for Program Growth</b>	<b>Developing</b>	<b>Area of Program Strength</b>	<b>Support Informational Documents</b>
Administrative activities are activities that are not directly related to the comprehensive school counseling program and are absent of any direct or indirect student services or interaction.				
<b>Administrative Activities</b>				

<p>The counselor coordinates state and local assessments, 504 teams, ESOL committees, RTI or PBIS teams, family and community engagement activities, and any other chair/coordination of programs or meetings.</p>			<p><b>X</b></p>	<p>What activities do you regularly coordinate, and what teams or meetings do you regularly chair? Identify them in your Comprehensive School Counseling Plan.</p>
<p>The counselor does data entry or scheduling for the school or district.</p>			<p><b>X</b></p>	<p>What data input do you regularly provide? For secondary counselors, do you develop and enter data in the master schedule? Are you the eSchool administrator?</p>
<p>The counselor is assigned supervisory duties in  common areas of the school (cafeteria, playground, hallways, bus lines).</p>			<p><b>X</b></p>	<p>Include this information in your Comprehensive School Counseling Plan.</p>






### Direct and Indirect Counseling Services/Decision Making Team

Direct and Indirect Counseling Services Act 190, The School Counseling Improvement Act, states that school counselors shall spend at least 90% of his/her time each month, on student contract days, providing 16 direct and indirect counseling services to students. At the Paris School District School, school counselors provide the following services:

<b>Direct Services</b>	<b>Indirect Services</b>
Counseling Services	Communicate with teachers about student concerns
Individual Counseling	Communication with families and faculty/staff regarding counseling program (Newsletters/Facebook)
Group Counseling	Student outreach program (food, clothing and supplies)
Lunch Meetings	Assist with programming school-wide program events (Bullying Prevention, Suicide Awareness, Drug and Alcohol Awareness, College Fair, College Awareness, Assemblies, Awards)
Guidance Lessons	Data desegregation with teachers (reviewing profile sheets at the beginning of the year)
Crisis Counseling	Assist with the development of behavior plans
Referral for Threat Assessments	Participate in building committee decision making team meetings (RTI, PBIS, Parental Involvement, etc.)
Mediation and Conflict Resolution	Needs assessment and program review
New Student Orientation	Make referrals for outside counseling
Attendance Accountability	Participate in decision making team LPAC meetings, 504 meetings, GT meetings, and IEP meetings.

Parent meetings	Identifying families for district and community services
Home visits, along with Social Workers and/or School Administration	Collaboration with nurse, social worker, designees for student health needs
Help transition students from building to building (CAP Transition)	Collaboration with DHS and Juvenile Court
Assist Ambassadors and/or Peer mentoring programs	Assist with standardized testing, as needed
Academic/Career Advising	Facilitate school wide professional development on a variety of counseling topics for faculty as needed.
Student Success Plan	Review intake paperwork, cumulative folders, and student academic placement
Open House Nights	Attend transition plan meeting for students leaving/re-entering school
Post Graduation Support	Attend court hearings, only if subpoenaed
	Academic Advising (transcript audits)
	College Applications (LOR and general assistance on how to apply)

[Administrative Activities](#)

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than 10% of his/her time each month, on student contract days, engaging in administrative activities. At PPS, school counselors assist with the following administrative activities:

Building Testing Coordinator
Student schedule changes/requests
Transition coordinator
Discipline (to help students succeed)

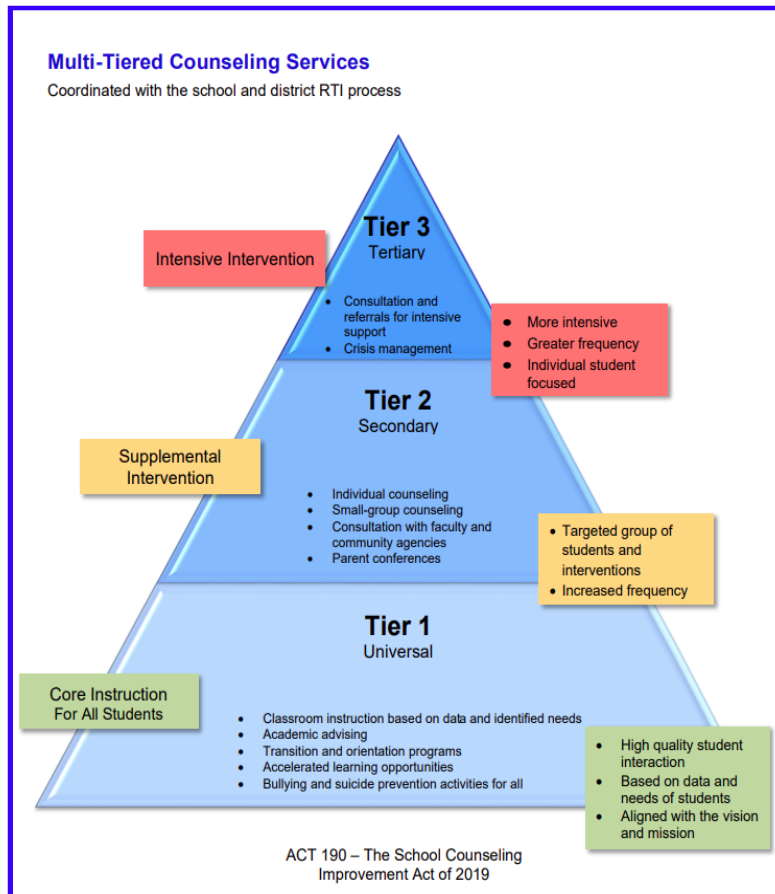
[Annual Calendar](#)

August	January
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<ul style="list-style-type: none"> <li>● Crisis counseling</li> <li>● Introduction to Transition Students (K, 5th, and 9th)</li> <li>● Summer school/Attendance</li> <li>● Recovery updates to transcript/schedule</li> <li>● Schedule Credit Recovery</li> <li>● Individual student counseling</li> <li>● College applications</li> <li>● Credit checks</li> <li>● Schedule changes</li> <li>● Application and monitoring correspondence courses for students</li> <li>● Application and monitoring concurrent credit courses for students</li> <li>● Keeping track and identifying of outreach students</li> <li>● Parent/Teacher Communications</li> <li>● Back to School Night</li> <li>● New student enrollments</li> <li>● Identifying high need students - new and previous</li> <li>● Schoolwide Professional Development</li> <li>● Scheduling of College Visits</li> <li>● Class lesson planning</li> <li>● Small group needs assessment</li> <li>● Parent Meetings</li> <li>● Scholarships</li> <li>● Schedule changes</li> <li>● Attendance Checks</li> <li>● PLC Meetings</li> <li>● New Staff Introduction</li> </ul>	<ul style="list-style-type: none"> <li>● G.U.I.D.E for Life Decision Making</li> <li>● Failing letters out for students that failed first semester</li> <li>● AR Governor's School Applications</li> <li>● Start of CAP planning</li> <li>● Individual student counseling</li> <li>● Schedule changes</li> <li>● Credit checks after transcripts are finalized</li> <li>● Monitoring concurrent credit courses for students</li> <li>● Monitor of credit recovery progress for seniors</li> <li>● Keeping track of outreach students</li> <li>● Parent Teacher Communication</li> <li>● New student enrollments</li> <li>● Begin CAP 8th grade meetings</li> <li>● Attendance Checks</li> <li>● Class Lessons</li> <li>● MOY Testing for K-2</li> <li>● PLC Meetings</li> <li>● SEL</li> </ul>
<p>September</p>	<p>February</p>
<ul style="list-style-type: none"> <li>● Crisis counseling</li> <li>● College applications</li> <li>● LPAC Meetings/SPED Meetings</li> <li>● Credit checks</li> <li>● Individual student counseling</li> <li>● Schedule changes</li> <li>● Monitoring concurrent credit courses for students</li> <li>● Monitor credit recovery progress for</li> </ul>	<ul style="list-style-type: none"> <li>● Career Awareness/Fair</li> <li>● Information to students in Advisory about course selection</li> <li>● CAP rising 9th grade</li> <li>● Applications for CAP</li> <li>● All juniors take ACT</li> <li>● LPAC Meetings</li> <li>● Individual student counseling Schedule changes</li> <li>● Credit checks</li> </ul>

<ul style="list-style-type: none"> <li>seniors</li> <li>● Keeping track of outreach students</li> <li>● Parent/teacher Communication</li> <li>● New student enrollments</li> <li>● Scheduling college visits</li> <li>● Guy Fenter Counselors meeting</li> <li>● Advisory lesson planning with Headed2, SEL Curriculum, Google Forms</li> <li>● Teaching Classroom lessons</li> <li>● Attendance Checks</li> <li>● Teacher Needs assessment</li> <li>● BOY Testing for K-2</li> <li>● PLC Meetings</li> <li>● Meet the Counselor</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring concurrent credit courses for students</li> <li>● Monitor credit recovery progress for seniors</li> <li>● Keeping track of outreach students</li> <li>● Parent/teacher communication</li> <li>● New student enrollments</li> <li>● SEL</li> <li>● Kindness Month</li> <li>● PLC Meetings</li> <li>● RTI Meetings</li> <li>● Parent Teacher Communication</li> </ul>
<p>October</p>	<p>March</p>
<ul style="list-style-type: none"> <li>● Crisis counseling</li> <li>● Identify potential outreach kids</li> <li>● College and career planning for seniors</li> <li>● Writing letters of recommendation for seniors</li> <li>● Individual student counseling</li> <li>● Schedule changes</li> <li>● Credit checks</li> <li>● Monitoring concurrent credit courses for students</li> <li>● Monitor credit recovery progress for seniors</li> <li>● Keeping track of outreach students</li> <li>● Teach Advisory lessons</li> <li>● Parent Conferences/teacher Conferences</li> <li>● New student enrollments</li> <li>● Teaching Classroom lessons</li> <li>● Attendance Checks</li> <li>● Anti-Bullying</li> <li>● PLC Meetings</li> <li>● RTI Meetings</li> <li>● P/T Conferences</li> <li>● Red Ribbon Week</li> <li>● SEL</li> </ul>	<ul style="list-style-type: none"> <li>● G.U.I.D.E. for Life Week</li> <li>● Mindfulness/Stress Buster</li> <li>● Individual student counseling course request changes</li> <li>● Credit checks</li> <li>● Monitoring concurrent credit courses for students</li> <li>● Monitor credit recovery classes for seniors</li> <li>● Keeping track of outreach students</li> <li>● Parent Conferences/teacher Conferences</li> <li>● New student enrollments</li> <li>● PLC Meetings</li> <li>● SEL</li> </ul>
<p>November</p>	<p>April</p>
<ul style="list-style-type: none"> <li>● G.U.I.D.E. for Life Growth and Understanding Skills</li> <li>● Crisis Counseling</li> </ul>	<ul style="list-style-type: none"> <li>● Goal Setting/Plans for Next Year</li> <li>● Seniors letters who are in danger of not graduating</li> </ul>

<ul style="list-style-type: none"> <li>● Identify potential outreach kids</li> <li>● LPAC Meetings</li> <li>● Individual student counseling</li> <li>● Schedule changes</li> <li>● Credit checks</li> <li>● Monitoring concurrent credit courses for students</li> <li>● Monitor credit recovery progress for seniors</li> <li>● Keeping track of outreach students Parent Conferences/teacher Communication</li> <li>● New student enrollments</li> <li>● Classroom Lessons</li> <li>● Attendance Checks</li> <li>● PLC Meetings</li> <li>● Veteran Day Assembly/Celebrations</li> <li>● SEL</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor seniors who are failing</li> <li>● Individual student counseling</li> <li>● Child Abuse Prevention Month</li> <li>● Schedule Selection for the next year</li> <li>● Course request changes</li> <li>● Credit checks</li> <li>● Monitoring concurrent credit courses for students</li> <li>● Monitor credit recovery progress for seniors</li> <li>● Keeping track of outreach students Parent/teacher Communication</li> <li>● New student enrollments</li> <li>● Classroom Lessons</li> <li>● Attendance Checks</li> <li>● EOY Testing K-2</li> <li>● PLC Meetings</li> <li>● RTI Meetings</li> <li>● State Testing Prep</li> </ul>
<p>December</p>	<p>May</p>
<ul style="list-style-type: none"> <li>● G.U.I.D.E for Life Interaction and Empathy Focus</li> <li>● College applications</li> <li>● Identify potential outreach kids/those needing food and warm clothes</li> <li>● Outreach for students in need</li> <li>● CAP dates being planned</li> <li>● Individual student counseling</li> <li>● Schedule changes</li> <li>● Credit checks</li> <li>● Monitoring concurrent credit courses for students</li> <li>● Monitor credit recovery progress for seniors</li> <li>● Keeping track of outreach students</li> <li>● Parent Conferences/teacher Communication</li> <li>● New student enrollments</li> <li>● LPAC Meetings</li> <li>● Class Lessons</li> <li>● Attendance checks</li> <li>● PLC Meetings</li> <li>● RTI Meetings</li> <li>● SEL</li> </ul>	<ul style="list-style-type: none"> <li>● Handing out senior folders</li> <li>● Honors Night</li> <li>● Graduation Ceremony</li> <li>● Individual student counseling schedule changes</li> <li>● Credit checks</li> <li>● Common App Final Reports due</li> <li>● Monitoring concurrent credit courses for students</li> <li>● Monitor credit recovery for seniors</li> <li>● Keeping track of outreach students</li> <li>● Parent /teacher Communication</li> <li>● New student enrollments</li> <li>● Summer School Information College Transcripts</li> <li>● Scheduling</li> <li>● Counting credits/credit checks</li> <li>● Teacher Appreciation Week</li> <li>● Awards Assembly</li> <li>● Kindergarten Graduation</li> <li>● PLC Meetings</li> <li>● Transition Meetings (504, SPED, LPAC)</li> <li>● Reward Day</li> <li>● EOY Testing</li> <li>● State Testing &amp; Make Ups</li> <li>● Transition/Orientation Day</li> <li>● Report Cards</li> <li>● SEL</li> </ul>



## Responsive Services

### Tier 1

- Classroom Instruction
- Student Success Plan
- Career Planning

### Tier 2

- Individual/Small Group Conflict resolution
- Drop Prevention

- Grade Intervention

### Tier 3

- Crisis Plan
- Referral for Mobile Assessment
- Change of placement

## Section 3: Delivery

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Direct student services include the delivery of the school counseling core curriculum. This instructional program is intentional, planned, and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs.

### Classroom Lessons

Counseling Core Curriculum Lessons Arkansas School Laws Annotated Code 6-18-1005 states: (L) Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day and ten (10) per week.

The Paris School District school counselor conducts planned classroom guidance lessons which are age appropriate, covering areas of academic, social/emotional, and career development. Teachers and students give input on what topics are needed throughout the year and are implemented as needed. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in the development of the whole student. School counselors take the lead in the planning, development, and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

### G.U.I.D.E. for Life

The Paris School District School Counselors are involved in the programs designed to help students develop their essential skills, as outlined in the G.U.I.D.E for Life.

<https://dese.ade.arkansas.gov/Offices/learning-services/guide-for-life>

### **Example Lesson Topics**

- Bullying Prevention (Upstander & Bystander explanation)
- Friendship
- Stress Management
- Study Skills
- Executive Functioning (planning, organization, time management, & priority)
- Career Study (Interest Survey, Headed2)
- Grit
- How to comfort someone
- Famous Failures
- Kindness
- Gratitude



## Orientation/Transition

Orientation is a process for students, teachers, parents, and stakeholders to learn about the comprehensive counseling and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

During the course of the year, new students enrolling in Paris School District Schools may meet individually with their school counselor. During this meeting a credit-check or graduation audit is completed and graduation requirements are reviewed. Students also receive a personal tour of the building with an ambassador, complete all necessary documents, and receive their Chromebook.

Transition years at Paris Public School are Kindergarten, Fifth grade, and Ninth Grade. At the end of each school year, a Transition/Orientation Day is scheduled for students who will be transitioning to elementary, middle, or high school in the fall. These days introduce students to their new environment, teachers, and curriculum. Students will get to meet their new principal and counselor, sit in their new classrooms, participate in some fun activities, and eat lunch at their new school. Transition time allows students and parents an opportunity to ask questions, ease concerns they may have, and have some exposure to their upcoming transition. Every year, students seem to be more prepared and excited after visiting their future school.

## Academic Advisement

According to Act 190, a comprehensive school counseling program includes the following without limitation:

- Developing an individual planning system to guide a student to access and monitor the student's own educational, career, and social and emotional progress;
- Addressing academic deficits and the accessibility of resources;
- Providing support for students who show potential so they are more likely to engage in rigorous coursework and take advantage of post-secondary opportunities.
- Goal-Setting (SMART)
- Review student data and develop future student plan
- Review records for transfer students
- Review academic records, upon request
- Individual student grade checks
- Small group and/or individual organization skills
- Ensure families have login information and access to HAC
- Review report cards and communicate with families
- Guiding a student along the pathways to graduation
- Guiding a student in goal-setting experiences and course selection aligned with

- the student's post-secondary plans
- Addressing accelerated learning opportunities
- Participate in RTI
- Attend Parent Teacher Conferences, upon request
- Develop and facilitate classroom guidance lessons on the connection between school and future careers
- Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and revise a student's plan of study
- Attend 504 and IEP meetings, upon request
- Review grades at the end of each quarter to develop a plan regarding student need

### Social Emotional Learning

G.U.I.D.E for Life	K-4th Grade Curriculum
G.U.I.D.E. for Life	5th-8th Grade Curriculum
G.U.I.D.E. for Life	9th-12th Grade Curriculum
Headed2	8th Career Study Program
Headed2	9th-12th Career Study Program

### Career Planning Process

ACT 190 dictates the following career planning process:

- Guidance in understanding the relationship between classroom performance and success in school and beyond;
- Provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;
- Guidance in understanding the advantages of completing career certification internships.

An important component to career awareness and exploration at PSD is embedding this in all subject areas with academic and hands-on experiences. PSD starts the exploration at Kindergarten and adds to the experiences and exposure each year through different opportunities. The school counselor is a facilitator and support for teachers and students during these lessons and plans with the teacher prior to the lesson. Applying these skills to the class and CTE, is a critical part of exploring careers. Our Career Action Plan (CAP) process is an essential part of career exploration and academic courses as the courses relate to a wide variety of career interests and choices. The CAP process is facilitated through our advisory program and advisors communicate regularly during our CAP season with parents encouraging parents to review career and course plans with students. Students at PPS will also be exposed to the following programs during their four years in their advisories.

<b>PHS Counseling Calendar</b>			<b>Paris High School</b>	Rene Kiefer, Counselor
<b>2022-23</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>
<b>FOCUS</b>	<b>Transitioning / Do you know the Expectations of PHS?</b>	<b>Planning - goal setting GUIDE focus - Growth: Manage Yourself</b>	<b>GUIDE - Growth &amp; Understanding</b>	<b>Career Focus/GUIDE - Understanding</b>
<b>Freshmen</b>	Freshmen Night with parents AND First week Advisory - Handbook/GUIDE	<b>Grade Level Classroom Visits: 4 Year Plan, Problem Solving; Practice Mindfulness, Persevere</b>	Make a plan daily, monthly, yearly, lifelong; Have to know where you are going to get there	Career & Personal Inventories: Headed2
			Discuss different perspectives people have; perception=reality and perspective is specific to individuals	
<b>Sophomores</b>	First week Advisory Review of Handbook and GUIDE sample	<b>Grade Level classroom visit: Perspectives Presentation and Discussion</b>	Know how to act AND what to say	<b>Grade Level Classroom Visits: Career &amp; Personal Inventories: Headed2, MyersBriggs</b>
<b>Juniors</b>	First week Advisory - Review of Handbook and GUIDE sample	<b>Manage your year: academically and personally, as a teen, a 20 yr old, a 30+ yr old</b>	<b>Grade Level Classroom Visits: Open your world - Gov. School, Community Service, PSAT, study skills, ACT, SAT writing, reading, reflection</b>	Job seeking/Inventories: Headed2, Tasseltime  Go on own - 1 college day
<b>Seniors</b>	Senior Night with parents AND First week Advisory - Handbook/GUIDE	<b>Calendar of Post Grad Training: College, Military, Apprentice, Job</b>	<b>Grade Level visits: college apps, FAFSA, Youuniversal ADHE</b>	Job shadowing, Go on own - 2 college days

<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>
<b>Finals - grades/credits / Holidays - time away from school during break / GUIDE - Care for self and others</b>	<b>Documents - recording your interests re: resume, recreation, career / GUIDE -Interaction = relationships</b>	<b>Learning - academic success GUIDE - Decisions</b>	<b>Planning for next year grade / GUIDE - Empathy</b>	<b>Transitioning - to next grade, to career</b>

<i>Finals - tutoring/extra help; Holidays - personal happiness</i>	ACT Profile, Tasseltime	Grade Level Classroom Visits: Personal Beliefs/ consequences	Tutoring Ask for assistance as soon as you start to fall behind, and again if you already fell behind	ACT Aspire - improvements and goals
<i>Finals - tutoring/extra help; Holidays - personal happiness</i>	Myers-Briggs (Carl Jung) Tasseltime	Personal Beliefs/ Ambassador teams	Tutoring & Participation in class. What can one person do??	ACT Aspire - improvements and goals
<i>Finals - tutoring/extra help; Holidays - personal happiness</i>	ACT Profile Tasseltime	Personal Beliefs and consequences / Mentoring incoming Freshmen	Grade Level Classroom Visits: Meet individually with counselor / re: Credits, Honors, Post Secondary Learning	ACT - goals for academics and career options
<i>Finals - tutoring/extra help; Holidays - personal happiness</i>	Grade Level Classroom Visits: Tasseltime, ACT Profile, ASVAB	Personal Beliefs for Life-Long Learning, Family, and Recreation	Grade Level Classroom Visits: Study skills and learning practices for College, Career, Military, Job teams	Release the Eagles, Graduation, Post Grad Form

## Post Graduation Follow Up

Senior Survey      Seniors have completed the Senior Survey identifying the breakdown of graduates entering the workforce, entering a technical training institute, attending community college, attending a 4-year university, or entering the military.

**SENIORS 2024**

**Name:** \_\_\_\_\_

**April 2024 @ Paris High School**

**Attending** – Write the name of the College/University/Military Branch/Apprenticeship you will be attending (or undecided).

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Major or Field of Study: \_\_\_\_\_

Parent/Guardian Names: \_\_\_\_\_

Return to the Counseling office or Senior English Teacher by mid April.

**PHS Grad Follow Up Form**

Counselor

Student: \_\_\_\_\_

Contacted:    \_\_\_August of Graduation Year           \_\_\_January/February Year After

Method:       \_\_\_In Person  
                  \_\_\_Phone Call  
                  \_\_\_Email  
                  \_\_\_Text  
                  \_\_\_Social Media

Status:        \_\_\_Available/Unemployed  
                  \_\_\_2-Year College or University  
                  \_\_\_4-Year College or University  
                  \_\_\_Full-time Job No School  
                  \_\_\_Full-Time Job with Post-Secondary Enrollment or Complete Credential  
                  \_\_\_Military Service  
                  \_\_\_Other Education  
                  \_\_\_Part-time Job No School  
                  \_\_\_Part-time Job with Post-Secondary Enrollment or Completed Credential

Job Details:   Employer: \_\_\_\_\_  
                  Address: \_\_\_\_\_  
                  Start Date: \_\_\_\_\_  
                  Job Title: \_\_\_\_\_  
                  Job Area: \_\_\_\_\_

College/Military: \_\_\_\_\_  
 Start Date: \_\_\_\_\_  
 Expected Graduation: \_\_\_\_\_  
 Career Goal:  
   \_\_\_ Full time Enrollment  
   \_\_\_ Part time Enrollment  
 Type: \_\_\_ Vocational, \_\_\_ 2-year, \_\_\_ 4-year College/University,  
       \_\_\_ Other \_\_\_\_\_

## Suicide Prevention

Act 190 states that comprehensive school counseling programs have strategies and protocols to identify and help students at risk for suicide as well as protocols for responding to death by suicide. The suicide prevention hotline numbers are posted throughout the district. Paris School District uses its core curriculum, small group and individual counseling, and referral/mobile assessment for a crisis situation. If able, Paris Schools will contact Sarah Lasiter, Mental Health Coordinator or school counselor to work together to communicate with parents, set up a mobile assessment with parent permission, and proceed as needed based on the chart below.

### Suicide Risk

<p>Ensure child's safety. Make sure there is no access to objects that could cause harm.</p> <p style="font-size: 2em; font-weight: bold;">1</p>	<p>Do not leave student alone.</p> <p style="font-size: 2em; font-weight: bold;">2</p>	<p>Notify School Counselor. If unavailable, notify Mental Health Coordinator.</p> <p style="font-size: 2em; font-weight: bold;">3</p>	<p>When the timing is appropriate, document exactly what the student said to indicate harm to self or others. Use exact words and phrases.</p> <p style="font-size: 2em; font-weight: bold;">4</p>
sample language			
<p>While waiting for direction from the school counselor or MHC, remain calm and speak to the child. Examples of language to use when speaking to student experiencing suicidal thoughts:</p> <p style="font-size: 2em; font-weight: bold;">5</p>	<p>Ask the direct question. <b>Are you having thoughts about suicide?</b> Be prepared that the person may answer 'yes'. Then listen with empathy and without judgment.</p>	<p>Keep asking open ended questions, encouraging the conversation. <b>How long have you been feeling this way? Have you felt this way before?</b></p>	<p>Let the person know that lots of people think about suicide and that it's OK to talk about those feelings. <b>You're not alone, lots of people feel like this. Thank you for telling me. I'm glad you're telling me how you feel.</b></p>
	<p>Try to offer hope and suggest that people can find ways to get through tough times. <b>I'm here, we can find a way to get through this.</b></p>	<p>Reassure that you're here to listen and support them and that you don't need to rush off. <b>"Just take your time, there's no rush. I know talking about this can be difficult. I'm here to listen. You can tell me anything."</b></p>	<p>Be prepared to listen, even if it's hard to hear, even if it makes you upset.</p>

# Suicide Risk Reporting Form

Student \_\_\_\_\_ Race \_\_\_\_\_ Gender \_\_\_\_\_ ID# \_\_\_\_\_  
 Campus/Building \_\_\_\_\_ DOB \_\_\_\_/\_\_\_\_/\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Administrator/Designee/Counselor Completing Form \_\_\_\_\_ Phone \_\_\_\_\_

Date	Time	Action Steps
		Describe what the student did and said to indicate risk of harm to self. Include the words, actions or behaviors that initiated this reporting process. Indicate date, time and information source.
		IF THERE IS A MEDICAL EMERGENCY, CALL 911.
		Locate the student and keep the student under continuous adult supervision by a staff member, as necessary.
		Contact the school counselor, nurse, SBMH personnel to interview the student to obtain additional information, such as: Have you thought about suicide? Have you thought about killing yourself? Have you thought about how you would kill yourself? Do you have a plan in mind for killing yourself? Have you ever tried to hurt or kill yourself? Have you told, or shown, anyone what you are thinking about doing? Do you see hope for your future? Do you feel like a burden? How much have you been using drugs or alcohol? Tell me about any big changes, or losses, you have experienced. Tell me about any family or friends who support you. Have you been irritable or depressed lately? Has your mood been like it is now, or has it changed lately? Are you willing to sign a safety commitment? Name of interviewer: _____

- Consider the following risk factors:
- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Changes in social relationships<br><input type="checkbox"/> Concerns about home supervision<br><input type="checkbox"/> Suicide of a friend or family member<br><input type="checkbox"/> Family mental health concerns<br><input type="checkbox"/> Ongoing family conflict<br><input type="checkbox"/> Victim of abuse or suspected abuse (sexual, physical, verbal, neglect)<br><input type="checkbox"/> Loss of school interest<br><input type="checkbox"/> Talk of hating life<br><input type="checkbox"/> Demonstrates sleep/appetite disturbances | <input type="checkbox"/> Exhibits less interest in activities<br><input type="checkbox"/> Displays boredom or lack of concentration<br><input type="checkbox"/> Lacks a sense of belonging<br><input type="checkbox"/> Seems lonely or disconnected<br><input type="checkbox"/> Sees others actions as demeaning/threatening<br><input type="checkbox"/> Chronic medical condition<br><input type="checkbox"/> Expresses guilt/shame/self-derogatory remarks<br><input type="checkbox"/> Increased risk-taking behavior<br><input type="checkbox"/> Aware of media attention to suicide<br><input type="checkbox"/> Displays recent neglect of personal appearance | <input type="checkbox"/> History of non-suicidal self-injury (cutting, burning, etc)<br><input type="checkbox"/> Displays sense of having no one to confide in<br><input type="checkbox"/> Seems disconnected from outside activities<br><input type="checkbox"/> Concerns about sexual/gender orientation<br><input type="checkbox"/> Has experiences a recent personal rejection<br><input type="checkbox"/> Seems to fear a loss of control<br><input type="checkbox"/> Recent academic failure<br><input type="checkbox"/> Talk/write/draw about death<br><input type="checkbox"/> Displays excessive pressures to succeed<br><input type="checkbox"/> Feels like a burden |
|---|--|--|

PRINCIPAL OR DESIGNEE MUST NOTIFY PARENT/GUARDIAN over →



Date	Time	Action Steps
		<p>Inform the parent/guardian of school concerns and request that parent/guardian or designee pick the student up. If the student has a therapist, recommend that the parent/guardian make immediate contact with that professional. If the student does not have a therapist, provide the parent/guardian with the phone numbers of local mental health organizations for a free emergency assessment. The list below is not exhaustive.</p> <p>Springwoods - 479-973-6000      Lakeland - 866-269-1510      Rivendell - 501-300-2772  Vantage Point - 855-597-6354      Pinnacle Point - 800-880-3322      Methodist - 866-813-3388  Riverview - 844-849-7038      Millcreek - 866-547-9471      Valley Behavioral - 855-244-4996</p>
		Ask the parent/guardian to complete a release of information (ROI) that permits communication between the school and the mental health provider or hospital.
		Work with the parent/guardian to implement recommendations made by the mental health professional that are feasible and appropriate to the school setting.
		If the parent/guardian is unavailable or uncooperative regarding emergency assessment, consider contacting a local mental health organization to arrange a free emergency assessment.
		Consider contacting the Department of Human Services, if needed, 800-482-5964 Suicide Prevention Hotline - 888-274-7472      Crisis Text Line - 741741
		Advise the parent to remove any lethal means from the home, do not leave the student alone, and follow the recommendations of mental health professionals.
		Notify the school counselor, school nurse, principal, and/or SBMH personnel, as appropriate.

**Summary of Parent Conference** - document family's responses and actions taken

**Examples of Support Strategies**

Action	Brief Description	Person Responsible
Written safety plan		
Parent/guardian follow-up		
Teacher follow-up		
Administrative follow-up		
School counselor monitoring		
Consultation w/school team for SBMH		
Consultation w/therapist and/or hospital discharge worker		
SBMH referral		
Consultation w/other community providers (PCP, etc)		
Contact DHS		
Other		

Signature, Person Completing Form

Position

Date

Signature, Administrator

Date



## Bullying Prevention

The PSD Counselors deliver developmentally appropriate bullying prevention school-wide. This is done within counseling core curriculum lessons, small group counseling, and individual counseling. PSD also devotes the month of October as a month-long initiative to prevent and stand up to bullying.

In addition, all certified staff periodically receive training on bullying prevention. All bullying reports are received by the principal. Students and teachers also have the opportunity to fill out an Upstander Report (in the principal's office or online). These 2 reports are explained at the beginning of each school year by the school counselor.

The District Bullying Policy can be found on page 9 in the Student handbook at PES, page 7-8 of the PMS handbook, and pages 31-33 of the PHS handbook.

## Section Four: Accountability

### Program Review

As counselors of PSD we reflect on our Comprehensive Guidance Program, we utilize a number of resources: program goals, artifacts, ESSA Index and other data, etc., to evaluate and plan for the next year.

District Counselors will meet to review Comprehensive Guidance Program, update it, add artifacts, and get it ready for posting	Reviewed/Posted
The counselor/ program self-assessment has been reviewed and updated.	<input type="checkbox"/>
Counselor team, vision, mission and belief Statements have been reviewed and updated as needed.	<input type="checkbox"/>
Data regarding student outcomes from the current year goal(s) have been reviewed and analyzed. Decisions will be made on continuing current goal or changing goal will be made.	<input type="checkbox"/>
Planning for the next year is taking place. What will be the desired outcomes as a result of your interventions?	<input type="checkbox"/>
Annual calendar is updated.	<input type="checkbox"/>
Advisory council meeting information is included if available.	<input type="checkbox"/>
Summary of how direct and indirect services are being provided to students has been outlined. Summary of administrative activities provided is outlined and updated as needed. (Include small group information, classroom lessons)	<input type="checkbox"/>
Suicide prevention and bullying prevention models are updated as needed	<input type="checkbox"/>
Developmentally appropriate career planning process and Student Success Plan have been reviewed and updated.	<input type="checkbox"/>
Data sharing with Stakeholders has taken place, or is planned	<input type="checkbox"/>

New plan is posted for following year no later than August 1 of each year.	<input type="checkbox"/>
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## Data Review

Counselors at each building level in the PSD review testing data throughout the year as it becomes available, as well as data from needs assessments from parents, students, and staff members to identify students' needs and surveys to plan and implement the Comprehensive School Counseling Program. Counselors meet together with building administrators to review the School Report Card, ESSA Index, etc., and they work to formulate plans to disseminate that information to stakeholders.

## Stakeholder Sharing

A school counseling program must answer the question, "How are students different as a result of the school counseling program?" School counseling programs will collect and use data that links school counseling program activities to competency attainment and student outcomes.

Counselors will share school site specific data with the campus Advisory Committee.

# Annual Administrative Conference



## Annual Administrative Conference

School Counselor \_\_\_\_\_ School Year \_\_\_\_\_

After completing the school data summary, I have identified the following data priorities:

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Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

Annual Student Outcome Goals	
1	
2	

School Counselor Use of Time			
A minimum of 90% of time is recommended for direct and indirect student services and 10% or less in program planning and school support.			
Use of Time from Previous School Year <i>Based on two use-of-time 5-day calculators from previous school year (attached)</i>			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%
Use-of-Time Plan for Current School Year <i>Indicate your planned time allocations for this school year</i>			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Updated, June 2021

**Ratio and Caseload**

The American School Counselor Association recommended ratio is one school counselor per 250 students.

**Ratio**      One School Counselor      Per \_\_\_\_\_ Students

**Caseload defined by:**

<input type="checkbox"/>	Alpha Assigned:	Last names beginning with: _____ to _____
<input type="checkbox"/>	Grade Level:	Students in grades: _____
<input type="checkbox"/>	All Students in Building	
<input type="checkbox"/>	Other: _____	

**Program Implementation Plan to Address Priorities**

Attach the following documents for review and discussion during the conference:

- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

**Advisory Council**

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members: <i>(names and stakeholder position)</i>	

**Professional Development**

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost

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School and District Committees and Professional Work		
Group	Time Commitment	School Counselor's Role

**Budget Materials and Supplies**

Materials and supplies needed:

Annual budget: \$ \_\_\_\_\_

**School Counselor Availability/Office Organization**

The school counseling office will be open for students/parents/teachers from \_\_\_\_\_ to \_\_\_\_\_

My hours will be from \_\_\_\_\_ to \_\_\_\_\_ (if flexible scheduling is used)

The career center will be open from \_\_\_\_\_ to \_\_\_\_\_

**Other Staff and Volunteers**

Role/Responsibility	Person Assigned (no signature required)
School Counseling Department Assistant	
Attendance Assistant/Clerk	
Data Manager/Registrar	
College and Career Center Assistant	
Other Staff	
Volunteers	
Signatures of school counselor and administrator must be within the first two months of school.	
School Counselor Signature	
Administrative Signature	
Date Conference Held & Template Signed	
First Day of School	

Updated, June 2021